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ABSTRACT

This five-section facilitator's guide is designed to help teachers guide students through exploration of career paths. The first section is an introduction to the concept of career paths and an explanation of the steps students follow in exploring them. The second section provides information to help instructors cover the introductory materials and each of the five steps of the student booklet. Each step consists of the following: purpose; directions for completing the appropriate activities in the student booklet; frequently asked questions about each career paths step; additional activities to supplement those provided in the student booklet; and crosswalks to the Missouri Comprehensive Model Guidance Program competencies and to the National Career Development Guidelines Competencies and indicators from the National Occupational Information Coordinating Committee. The third section includes handouts for completing the activities in the guide, the fourth section provides letters for students to take home to adult family members to explain the career exploration process. The final section provides ideas for implementing career paths in a school or district. (KC)

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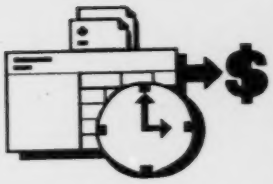
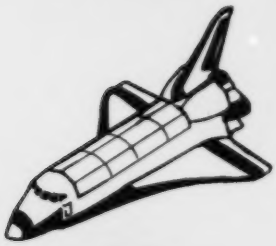
Facilitator's Guide to Exploring Career Paths





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Facilitator's Guide
to
Exploring Career Paths

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Facilitator's Guide to Exploring Career Paths

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Introduction

What do you want to be when you grow up?

It's a question adults ask children from the time they can talk, and it's one that children learn to answer long before they could possibly be aware of the many options available to them. In fact, it's a complex question that deserves careful consideration, given that:

- adults today may change their occupations seven or eight times over the course of their working lives
- many jobs that will need to be filled in the future don't even exist yet. According to Department of Labor statistics, 45 percent of jobs in 2004 will be in industries that did not exist in 1994
- technological changes and the continuing growth of the knowledge base mean that many jobs are changing and may be vastly different by the time today's students are ready for work.

So, what do you want to be when you grow up? Working with career paths helps students explore the answer to this question while allowing them the flexibility to function successfully in tomorrow's world of work. Because career paths ask students to focus on a cluster of occupations that have characteristics in common, rather than on one occupation, each student can begin to prepare for a set of occupations he or she finds interesting without being locked into a single occupation that may or may not be a wise career choice in the future.

The "Exploring Career Paths" materials are designed to guide students through their career paths exploration. As students work through the booklet, emphasis should always be on a career path or field of occupations, not on a specific occupational title.

The student booklet **begins with an explanation** of career paths and answers some of the most common questions that students have about the paths. The booklet then guides students through the career paths exploration process step by step.

Because a career decision should always start with knowledge of self, **step one** helps students identify interests, abilities, and talents.

Step two helps students become aware of the multitude of occupations available to them in all six career paths, then allows them to begin exploring those occupations they find most interesting.

Step three provides students with an opportunity to have experiences related to each of the career paths, because the more career experiences students have, the better equipped they will be to make plans for the future.

In **step four**, students select career paths to learn more about now and career paths to study in the future. Students decide on directions of study, not on career paths that they need to keep for the rest of their lives.

Step five offers students a chance to make plans for the near future, including the kinds

of courses and activities they want to select for the next few years, and to begin thinking about the more distant future.

These steps should allow students, with the help of parents and school personnel, develop progressive career paths plans.

This facilitator's guide is designed to help instructors assist students in their career paths explorations. Suggestions for inviting families to be involved in the career exploration process are also included.

The **Step-By-Step Through The "Exploring Career Paths" Booklet** section of the guide provides information to help instructors cover the introductory materials and each step of the "Exploring Career Paths" student booklet. Each step consists of:

- the step's purpose
- directions for completing the appropriate activities in the "Exploring Career Paths" booklet
- a question and answer section of frequently-asked questions about each career paths step
- additional activities to supplement those provided in the "Exploring Career Paths" booklet
- crosswalks to the Missouri Comprehensive Model Guidance Program competencies, and to the National Career Development Guidelines Competencies and Indicators from the National Occupational Information Coordinating Committee

The **Handouts** section of the guide includes all of the necessary handouts for completing the activities outlined in the guide. The **Letters** section provides letters for students to take home to adult family members that explain each step of the booklet and discuss ways the family can be part of the exploration process.

The final section of the guide, **Implementation**, provides ideas for implementing career paths in your school or district. It includes suggestions for establishing a career paths implementation committee that could be responsible for items like the following:

1. Identifying how career paths can benefit students and school(s).
2. Developing a career paths philosophy for the district or school.
3. Defining a specific plan for implementing career paths.
4. Gathering support for career paths from as many sources as possible.
5. Presenting information about the career paths concept, the career paths philosophy, and the implementation plan to interested parties (e.g., school personnel, school board members, students, parents, community groups)
6. Ensuring that career paths are a visible part of the school or district through displays and events.

The "Exploring Career Paths" materials have been designed with flexibility in mind. Those who want to spend only a short amount of time with the booklets should be able to cover most of the materials in a few sessions. Those who want to use the booklets throughout a nine-week or semester session can use the additional activities suggested for each step to expand the materials through the desired time frame. Instructors planning a comprehensive course ranging from nine weeks to a semester may want to follow this booklet with the Instructional Materials Laboratory's "Career Paths Survey Course" materials, which continue the exploration process for all six career paths begun with this booklet.

Step-By-Step through the "Exploring Career Paths" Booklet

Exploring Career Paths: Introductory Materials

Purpose

To help students gain an understanding of the career paths concept
To provide answers to some of the basic questions that students and their families may have about career paths

"Exploring Career Paths" Activities: Introductory Materials

Introducing Career Paths

Time: 45 minutes

Materials: "Exploring Career Paths" booklets, pages 3 through 5

Instructor Preparation:

- Become familiar with the introductory career paths material on pages 3 through 5 of the student booklet.
- Prepare to lead a discussion about career paths that includes pages 3 through 5 in the student booklet and the activity material below.
- Look at the Questions and Answers on page 9 so that you are prepared to answer these questions if they arise.

Activity:

Ask students to turn to page 3, and lead a discussion on the questions and answers listed there, using the following points. Continue on to pages 4 and 5.

What Are Career Paths, Anyway?

- Occupations are clustered into career paths because the people who work in these occupations share interests, abilities, and talents.

- Each career path has occupations that require all different levels of education and training. No matter how much further education or training you want, each career path should have occupations that will meet that requirement.

- Once you pick a career path, you can focus your studies and extracurricular activities on those paths. However, these experiences should be preparing you for a variety of occupations within the career path, rather than confining you to a single occupation.

Refer to Page 3 of the *"Exploring Career Paths"* booklet

Are Career Paths For Me?

- Careers paths have something for everyone, regardless of interests, abilities, talents, or desired levels of education.

- No one path is more important than the others; all paths are necessary to keep our community going.

So, What If I Explore Career Paths?

- Career paths exploration will help you find out about career paths and opportunities in them. Again, your focus is ultimately on picking a path for continued exploration, not on selecting an occupation for life.

- As you explore career paths, you should begin to see how subjects like math, science, language arts, and social studies are important to lots of occupations. If you see how what you learn in school is important to your future career, school may mean more and be more interesting to you.

The BIG Question - What If I Change My Mind?

- This big question is a very important one. Selecting a career path at a young age can seem like a major decision — even an impossible one. You should know:

  You will probably change your mind about occupations several times during your working life; this is perfectly normal.

  The decision you make now is just a starting point, not an absolute choice that will follow you the rest of your life.

  Note: This question is also one that many adult family members may ask; they, too, are concerned about their student being locked into an occupation for life because of decisions made as a teenager. Reassure them that flexibility is a part of the plan, that no decision made here is absolute.

  All you are doing now is selecting a career path to learn more about. After some experiences in a path, you may decide that this is not the path for you. That's perfectly acceptable; if you decide your initial career path choice may not be right for you, you are free to move on to exploring another path.

When you move to another path, all the work done in the first path is not wasted. Many skills, like teamwork, dependability, and problem solving, are important to all paths; anything learned about these skills in one path will be an asset in all of the other paths.

Refer to Page 4 of the *"Exploring Career Paths"* booklet

Many so-called academic skills are also important in all of the career paths. You should be learning skills in language arts (writing, reading, research, speaking), math (solving word problems and equations), science (basics about biology, chemistry, and the physical sciences), and social studies (information about civilizations, past and present, and how people interact) that will apply in some way to almost any occupation in any career path.

Thus, much of the information gained during the course of exploring a career path can be applied to any career path.

What Are The Six Career Paths?

- Review the material about each career path on page 4 of the booklet so that you understand what types of occupations can be found in each path. The titles of the career paths are fairly self explanatory. *(Allow several minutes for students to read page 4.)*
- Brainstorm some occupations that might be found in each path.
- The icons shown to the left of each path description are used throughout these materials to help you identify the career paths quickly.

What Do I Need To Do?

- These are the five steps that make up the rest of the "Exploring Career Paths" booklet. Please look them over so that you know what to expect in the days ahead.
  Note: If you know how much time you will spend on each step, you may want to include that information in your discussion with students.

Refer to Page 5 of the ***"Exploring Career Paths"*** booklet

Optional: Pass out copies of "Questions and Answers About Career Paths, Introductory Material" and discuss.

Involving Students' Families

Time: 5 minutes

Materials: "Exploring Career Paths" booklets, page 2; photocopies of Introduction Letter from the **Letters** section of this guide (optional)

Instructor Preparation:

- Read letter "To: My Family Members" on page 2 of the "Exploring Careers Paths" booklet.
- Be prepared to discuss the letter with students.
- Photocopy the duplicate letter (Introduction Letter) from the **Letters** section of this guide if you prefer students not take the booklets home to family members.
- Decide if you want students to have an adult family member sign the letter and return it to you.
- Photocopy the "Questions and Answers About Career Paths, Introductory Material" on page 9 if you want students to have copies of them.

Activity:

Ask students to read the letter "To: My Family Members" on page 2 of the student booklet and discuss:

- Adult family members are an important part of career paths exploration.
- The letter inside the front cover of the "Exploring Career Paths" booklet is designed to tell parents about the career paths process in general and about the career paths booklet specifically.

Ask students to take the booklet home and show the letter to at least one adult in their families. *(If you do not want student booklets to leave the classroom, photocopy Introductory Letter from the **Letters** section of the guide and have students take copies home.)*

Optional: Ask students to have adults sign the letters and bring them back to class.

Optional: Pass out copies of "Questions and Answers About Career Paths, Introductory Material" and discuss.

Note: In addition to explaining to adults what students will be doing during their career paths exploration process, this letter can help allay any fears adults may have about a student being forced to choose one occupation or career path for life.

Questions and Answers About Career Paths, Introductory Material

Questions asked in the introductory material of the "Exploring Career Paths" booklet (pages 3 - 5) are certainly some of the most-asked by students and the adults in their families. These answers should cover other information you need as you begin your career paths exploration process.

Q. Why does my family need to be involved?

A. First of all, people in your family are concerned about your future; they want you to have a job that helps make you happy and helps you reach your goals. Your family probably also knows you pretty well. Family members may be aware of talents you have that you may not notice about yourself - talents that you could put to good use on the job!

Your family can help with your career paths exploration by helping you identify and participate in career paths experiences (lining up interviews with people who have jobs you are interested in, going with you to various places of interest, providing ideas for activities you might want to try). Most of all, your family can provide you with a sounding board for all of the new ideas you'll be discovering.

Q. What if I already know what I want to be?

A. If you already have some ideas about what your future career might be, that's great! Exploring career paths is still worth your while, though. You can use your career paths exploration work to confirm your choice of an occupation. You might also discover interesting information about occupations you weren't aware of and decide to pursue one of them instead. Best of all, you'll see that there are lots of occupations similar to the one that you're considering, which means you have lots of options and flexibility for the future.

Q. Why are there six paths? Do all careers fit into one of these paths?

A. The idea for these six career paths originated in Oregon. There are six paths because they seem to cover all career areas, without being too cumbersome for people to remember. However, some other programs do use different numbers of career paths, and they work well, too. Almost all occupations fit easily into one of the paths; in fact, some of them could fit well into several paths, and they are placed in the path where they have the most in common with the other occupations listed.

Additional Activities

Occupations and Career Paths Match-Up

Time: 15 minutes

Materials: 6 sheets of newsprint, or chalkboard divided into six parts; Post-It notes (optional)

Instructor Preparation:

- Write names of the six career paths on chalkboard or on individual pieces of newsprint, one career path per section of chalkboard or piece of paper.

Activity:
Tell students this activity will help them think about which occupations might appear under which career paths.

Ask students to name occupations and tell which career paths they think the occupations go under. Write each occupation under the suggested path as it is presented. Alternately, give students Post-It notes to record the occupations they suggest, then stick them on the appropriate sheets of newsprint.

Emphasize that this is an introductory activity and allow students to put occupations in the paths they think most logical. If disagreements arise among students, or if the class later discovers that their lists vary from those in their booklets, point out that some occupations could fit logically into several paths.

This activity should be done ***without*** allowing students to look at pages 8 - 21. .

Color-Coded Career Paths

Time: 5-10 minutes

Materials: Color-coding list provided below

Instructor Preparation:

- Become familiar with the color-coding of career paths, as listed below.

Activity:
Tell students career paths materials will be color coded according to career path.

Give students the name of a career path and the color associated with it and have them guess why the color represents the path.

Career Path	Color	Symbolic Of
Arts & Communications	Purple	Creative expression
Business, Management, & Technology	Blue	Suits
Health Services	Red or Pink	Blood
Human Services	Yellow	Warmth, Sunshine
Industrial & Engineering Technology	Orange	Construction
Natural Resources/Agriculture	Green	Nature

Keep this system in mind as a way to categorize color-coded career paths information in the future.

Crosswalks

CROSSWALK TO THE MISSOURI COMPREHENSIVE MODEL GUIDANCE PROGRAM: INTRODUCTORY MATERIALS

The following competency from the Missouri Comprehensive Model Guidance program, middle/junior high school level, corresponds with this introductory step of the "Exploring Career Paths" booklet. For a more complete discussion about the Comprehensive Model Guidance program, see the **Implementation** section of this guide.

MIDDLE/JUNIOR HIGH SCHOOL
AREA III - Educational and Vocational Development
J-34 I know how to listen and ask questions in class.

CROSSWALK TO NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS: INTRODUCTORY MATERIALS

The following competencies and indicators are from the National Career Development Guidelines Competencies and Indicators developed by the National Occupational Information Coordinating Committee, Middle/Junior High School and High School levels. Competencies and indicators are arranged to show how they might be included at this step of the "Exploring Career Paths" booklet. For a more complete discussion about the National Career Development Guidelines Competencies and Indicators, see the **Implementation** section of this guide.

Middle/Junior High School

Self-Knowledge
Competency III: Knowledge of the importance of growth and change
Describe physiological and psychological factors as they relate to career development

Educational and Occupational Exploration
Competency IV: Knowledge of the benefits of educational achievement to career opportunities

- Describe the importance of academic and occupational skills in the work world.
- Describe a plan of action for increasing basic educational skills.

Competency VI: Skills to locate, understand, and use career information

- Identify various ways that occupations can be classified.
- Identify skills that are transferable from one occupation to another.

Competency VIII: Understanding how work related to the needs and functions of the economy and society

- Describe the importance of work and society.
- Describe the relationship between work and economic and society needs.
- Describe the economic contributions workers make to society.
- Describe the effects that societal, economic, and technological change have on occupations.

Career Planning
Competency IX: Skills to make decisions

- Describe how career development is a continuous process with series of choices.
- Describe how the expectations of others affect career planning.

High School

Educational and Occupational Exploration

Competency IV: Understanding the relationship between educational achievement and career planning

- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.

Competency V: Understanding the need for positive attitudes toward work and learning

- Identify the positive contributions workers make to society.
- Demonstrate a positive attitude toward work.

Competency VI: Skills to locate, evaluate, and interpret career information

- Demonstrate knowledge of various classification systems that categorize occupations and industries.

Competency VIII: Understanding how societal needs and functions influence the nature and structure of work

- Describe how society's needs and functions affect the supply of goods and services.
- Demonstrate an understanding of the global economy and how it affects each individual.

Step 1: Get to Know Yourself!

Purpose

To identify students' interests, abilities, and talents
To relate those strengths to career interests through career paths

"Exploring Career Paths" Activities: Step 1

Wrap Up From Career Paths Introduction

Time: 5 minutes

Materials: Letter "To: My Family Members" (page 2 in the "Exploring Career Paths" booklet or Introduction Letter from the **Letters** section of this guide); students should have it from the last session

Instructor Preparation:
None

Activity:
Optional: Collect the signed letters

Discuss the response from families to the letter.

Note: If any students indicate strong negative reactions from their families, you may want to contact those family members later to address concerns.

Ask for any additional questions about career paths.

Note: You may want to meet individually with students who have many questions.

Get To Know Yourself!

Time: 30 minutes

Materials: "Exploring Career Paths" booklets, pages 6 and 7

Instructor Preparation:

- Become familiar with the activity on pages 6 and 7 in the "Exploring Career Paths" booklets and with the corresponding material below.
- Look at the Questions and Answers on page 17 so that you are prepared to answer these questions if they arise.

Refer to Page 6 of the ***"Exploring Career Paths"*** booklet

Note: For the first version of the "Exploring Career Paths" booklet (printed in December 1996 and February 1997), page 6 contains the activity "Interests, Abilities, and Talents" discussed in the ***Additional Activities*** section for Step 1. Instructors using this version will find complete information and materials for using the activity in the ***Additional Activities*** section for this step and the **Handouts** section of this guide; they should skip the activity discussed below. All other versions of the booklet contain the "Career Paths Survey" discussed below. You can find information about which version of the booklet your students have on page 35 of the booklet.

Activity:
Tell students:

- Career exploration begins with knowledge about oneself. Only when you know what you like to do, what things you do well, and what personality traits you have can you find careers that you will enjoy and that will make use of these characteristics.

- This activity will help you link the things you know about yourself to career paths.

- The "Career Paths Survey" on page 6 of your "Exploring Career Paths" booklet is divided into six sections. For each section, circle the activities, personal qualities, free-time activities, and school subjects/activities that you enjoy or that apply to you. *(Allow about 10 minutes for this part of the activity.)*

- Total the number of circles for each section and write the number in the box provided at the bottom of each section. *(Allow about 5 minutes for this part of the activity.)*

- The numbers of the sections correspond to the following paths. Write each career path name next to the correct section as I read it aloud:
  1. Health Services
  2. Natural Resources
  3. Arts & Communications
  4. Industrial & Engineering Technology
  5. Business, Management, & Technology
  6. Human Services

- Turn to the top of page 7 in your booklets. Based on the "Career Paths Survey," select three career paths that you are most interested in learning more about **right now**. You are **not** selecting a career path to pursue or eliminating the three paths that you do not choose. You will have several opportunities to make other choices throughout the booklet. You may want to use the three paths where you have the most circles in the survey. However, if you have a particular interest in a path that did not receive a large number of circles, you may still include it as one of your three choices. *(Allow about 5 minutes for this part of the activity.)*

Refer to Page 7 of the ***"Exploring Career Paths"*** booklet

Involving Students' Families

Time: 5 minutes

Materials: Step 1 Letter from the **Letters** section of this guide

Instructor Preparation:

- Photocopy Step 1 Letter from the **Letters** section of this guide.
- Photocopy the "Questions and Answers About Career Paths, Step 1" on page 17 if you want students to have copies of them.

Activity:
Pass out Step 1 Letter and discuss:

- Other people often see things about you that you may not recognize yourself. The adults in your family may be able to share with you additional strengths that you may not have considered as you completed Step 1 in your booklet.

Ask for questions about the letter, the day's activities, and career paths in general.

Optional: Pass out copies of "Questions and Answers About Career Paths, Step 1" and discuss.

Questions and Answers About Career Paths, Step I

Q. ***Aren't other things besides interests, abilities, and talents important when you look at occupations?***

A. Of course they are! Salary, education level, physical environment — all these and more play an important part in selecting occupations. You will have a chance to consider some of these things later in this booklet. However, most people who are truly happy and successful at what they do work in areas that allow them to use at least some of their strengths. The good news is, within each career path, there are occupations that will satisfy your requirements for salary, education level, work conditions, and all of the rest. Starting with your strengths allows you to pick career paths to explore, then consider the rest of these items in more detail.

Q. ***What if my interests, abilities, and talents match up with lots of career paths?***

A. That's great! It means you've got a lot of options! It's not unusual for students in their teens to have many different interests and to be good at lots of things. As you mature and have more experiences, chances are you'll begin to enjoy some things more than others, and your choices about career options may become more clear. In the meantime, enjoy exploring all of the options!

Also, keep in mind that not all of your interests, abilities, and talents need to be applied to your future occupation. In fact, if you're a person with a wide variety of strengths, it may not be possible to meet all of your needs through your work. For instance, if you are a cautious, precise person who needs a well-organized work environment, you might think that an occupation in business, management, and technology is for you. However, if you also have a need to express your dramatic, creative side, you may think that you're best suited to an occupation in the arts and communications path. How do you meet all of your needs? You may be able to find one occupation that meets all of these needs. On the other hand, you may want to follow an occupation in one path and use hobbies and outside interests to meet your other needs. There are lots of accountants who act with community theater groups!

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Additional Activities
Interests, Abilities, and Talents

Time: 30 minutes

Materials: "Interests, Abilities, and Talents" worksheet, "Interests, Abilities, and Talents: Sum It Up!" worksheet, "Possible Responses for Interests, Abilities, and Talents Activity" worksheet

Instructor Preparation:

- Become familiar with the Interests, Abilities, and Talents activity directions below.
- Photocopy "Interests, Abilities, and Talents" worksheet from the **Handouts** section of this guide.
- Photocopy "Interests, Abilities, and Talents: Sum It Up!" worksheet from the **Handouts** section of this guide.
- Photocopy "Possible Responses for Interests, Abilities, and Talents Activity" worksheet from the **Handouts** section of this guide.

Note: The first version of the "Exploring Career Paths" booklet (printed December 1996 and February 1997) contained this activity on page 6 of the booklet. Instructors using that version will find complete information to complete the activity below and do not need to photocopy the "Interests, Abilities, and Talents" worksheet. Those using subsequent versions of the booklet may use these materials as a supplemental activity.

Activity:

Ask students to look at the "Interests, Abilities, and Talents" worksheet (either page 6 in their "Exploring Career Paths" booklets or a photocopy from the **Handouts** section of this guide) and give them these instructions:

- Completing this worksheet will help you think about some of your strengths. Take your time as you answer the questions, and to try to provide answers for all of the questions.

- The third question can be broader than you might think. For example, raising a grade in language arts from a C at midterm to a B at final grade time is an achievement; so is learning teamwork by playing on a soccer team, even if that team never wins an award. *(Allow about 10 minutes for students to complete the worksheet.)*

Pass out the "Interests, Abilities, and Talents: Sum It Up!" worksheet and the "Possible Responses for Interests, Abilities, and Talents Activity" worksheet.

- Complete the "Interests, Abilities, and Talents: Sum It Up!" worksheet by comparing your answers on the "Interests, Abilities, and Talents" page to those given on the "Possible Responses for Interests, Abilities, and Talents Activity" worksheet. Your answers will vary from those given, but the printed answers can serve as a guide for the matching process.

- Most of the personality traits listed on the personality traits word list could apply to some degree to ***any*** of the career paths. The answers given are one version of which path might ***best*** match each word. If you want to match words to alternate paths, do so as long as you have reasons for your answers.

If you are using the first version of the "Exploring Career Paths" booklet (printed December 1996 and February 1997), ask students to turn to page 7 in their "Exploring Career Paths" booklets. Have them use the answers to the questions at the bottom of the "Interests, Abilities, and Talents: Sum It Up!" worksheet to complete the top portion of page 7.

- Ask if students think these career paths are the ones they are most interested in at this point. Reassure them that these choices are just the beginning.

If you are using this activity as a supplement to a later version of the "Exploring Career Paths" booklet, have students compare the answers to the questions at the bottom of the "Interests, Abilities, and Talents: Sum It Up!" worksheet with the career paths at the top of page 7 in their "Exploring Career Paths" booklet.

- Ask if students chose the same career paths in both places; if not, ask which list best goes along with their career interests. Let them change page 7 based on this activity if they so choose. Reassure them that these choices are just the beginning!

Interest Inventories And Computer Programs

Time: Varies depending on inventories and computer programs used

Materials: Interest inventories, scoring guides, and any related materials; computer programs, installed appropriately

Instructor Preparation:

- Become familiar with the administration of any interest inventories or computer programs you choose to use, or ask a guidance counselor to assist you.
- Photocopy "Career Paths Connections" from the **Handouts** section of this guide if students will be taking Holland's Self-Directed Search or ACT Explore, or using the CHOICES computer program.

Activity:

Ask students to complete additional interest inventories that you may have available, such as the ACT Explore or Holland's Self-Directed Search, or to do some research with a computer program like CHOICES.

Help students interpret their results. Keep in mind that students of this age often have "flat" results on some inventories used with adults because they have not had as many life experiences as older people; however, most students still enjoy completing these inventories and seeing the results. Computer programs usually include explanatory information to assist with interpretation.

If applicable, help students match their results up with career paths, using the "Career Paths Connections" sheet from the **Handouts** section of this guide. Discuss:

- How do these career paths match up with those you have written on page 7 in your booklet?
- Based on the results of this work, are there additional career paths that you would like to explore?

Brainstorming About Strengths

Time: 15 minutes

Materials: "Exploring Career Paths" booklets, pages 6 and 7

Instructor Preparation:
- Review material below.

Activity:
After students select their top three career paths of interest on page 7 in their booklets, discuss how they can use the strengths they identified on page 6 with these paths:

- If you have lots of different interests, abilities, and talents, it may be hard to find one occupation that meets all of your needs and makes use of all of your strengths. You can find creative ways to use your strengths on the job, and you can also use your strengths outside of work.

- Think about interests, abilities, and talents that you identified on page 6 in your booklet and that you did not use in selecting the career paths you listed on page 7.

- Try to list:
  1. Ways that those strengths might play a part in the career paths you have listed. You may have to stretch to come up with answers. Be creative!
  2. Ways that you might use those strengths outside of your occupation with hobbies and outside interests.

Invite those students who want to do so to share their responses with the class.

Paper Bag Compliments

Time: 15 minutes initially; spare minutes during other class periods (optional)

Materials: A small paper bag for each student, strips of paper

Instructor Preparation:
- Review instructions below.
- Prepare a place for students to keep their paper bags.

Activity:
Give students small paper bags and have them write their names on them, then place the bags in a row in the spot you indicate.

Lead a discussion about what a compliment is and how to accept a compliment.

- A compliment is a constructive, positive comment about some aspect of a person's personality, mannerisms, or work. For example:
  You talk easily with people.
  You come up with good ideas for group projects.
  You always seem cheerful.

- A simple "thank you" is a good way to accept a compliment. If you are not sure what a person means by the compliment, or if you don't see that trait in yourself, you may want to ask for more details from the person giving the compliment.

Give students strips of paper.

- Think about a personality trait, strengths, talent, etc. that you see in one other student in this room.

- Write a compliment about what you are thinking on one of your strips of paper, then sign your name. Remember, what you write must be constructive and positive! *(Allow several minutes for students to write their thoughts.)*

- Do the same thing for other students in the room on the other strips of paper you have. *(Allow 5-10 minutes for students to write their thoughts.)*

After students have delivered the strips, allow them to collect their bags and read the other students' thoughts.

This activity can be done in one class period or over a period of several days, with students adding to the bags as they have the time and inspiration.

Crosswalks

CROSSWALK TO THE MISSOURI COMPREHENSIVE MODEL GUIDANCE PROGRAM: STEP 1

The following competencies from the Missouri Comprehensive Model Guidance program, middle/junior high school and high school levels, correspond with this step of the "Exploring Career Paths" booklet. For a more complete discussion about the Comprehensive Model Guidance program, see the **Implementation** section of this guide.

MIDDLE/JUNIOR HIGH SCHOOL

AREA I - Career Planning and Exploration

A-2 I understand my interests and abilities and how they help me make a career choice.

AREA II - Knowledge of Self and Others

B-5 I understand what is important to me.
B-6 I have confidence in myself.
B-7 I can state my own ideas.
B-12 I accept and like myself, both physically and mentally.

HIGH SCHOOL

AREA I- Career Planning and Exploration

A-6 I understand my interests and abilities, and how these can help me make a career choice.
C-20 I understand how being male or female affects my career choice.

AREA II - Knowledge of Self and Others

B-8 I understand what is important to me.
B-9 I understand, accept, and like myself.
B-10 I have confidence in myself.
B-12 I am able to state my own ideas.

AREA III - Educational and Vocational Development

O-90 I know my strongest vocational interests, aptitudes, and abilities.

CROSSWALK TO NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS: STEP 1

The following competencies and indicators come from the National Career Development Guidelines Competencies and Indicators developed by the National Occupational Information Coordinating Committee, Middle/Junior High School and High School levels. The competencies and indicators are arranged to show how they might be included at this step of the "Exploring Career Paths" booklet. For a more complete discussion about the National Career Development Guidelines Competencies and Indicators, see the **Implementation** section of this guide.

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Middle School

Self-Knowledge

Competency I: Knowledge of the influence of a positive self-concept

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

Competency II: Skills to interact positively with others

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate effective skills in responding to criticism.

Educational and Occupational Exploration

Competency IV: Knowledge of the benefits of educational achievement to career opportunities

- Describe individual strengths and weaknesses in school subjects.
- Describe how aptitudes and abilities relate to broad occupational groups.

Competency V: Understanding the relationship between work and learning

- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

Career Planning

Competency IX: Skills to make decisions

- Describe personal beliefs and attitudes.

Competency X: Knowledge of the interrelationship of life roles

- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

High School

Self-Knowledge

Competency I: Understanding the influence of a positive self-concept

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Competency III: Understanding the impact of growth and development

- Describe the effect of emotional and physical health on career decisions.

Educational and Occupational Exploration

Competency IV: Understanding the relationship between educational achievement and career planning

- Describe the relationship of academic and occupational skills to personal interests.

Step 2: Begin to Look at Careers!

Purpose
To explore occupations in each of the six career paths

"Exploring Career Paths" Activities: Step 2

Wrap Up From Step 1: Get To Know Yourself
Time: 5 minutes

Materials: Step 1 Letter; students should have it from the last session

Instructor Preparation:
None

Activity:
Optional: Collect the signed Step 1 Letters

Ask students to share family reactions to the letter, and to express questions or comments about the Career Paths Survey or other career paths activities completed.

Looking At Careers, Part I
Time: 30 minutes

Materials: "Exploring Career Paths" booklets, pages 7 through 19

Instructor Preparation:
- Become familiar with Step 2 in the "Exploring Career Paths" booklet, pages 7 through 19, and with the material below.
- Look at the Questions and Answers on page 30 so that you are prepared to answer these questions if they arise.

Refer to Pages 7-19 of the ***"Exploring Career Paths"*** booklet

Activity:
As a class, read the directions for "Step 2: Begin to Look at Careers!" at the bottom of page 7 in the "Exploring career Paths" booklet.

Ask students to turn to page 8 and make the following point:

- Diplomas and graduation caps next to all of the occupations on pages 8 through 19 represent the amount of education needed for entry-level work in these occupations.

Ask students to find the education level key at the bottom on page 9.

- This key tells what the diplomas and graduation caps next to the occupations mean.
- Education levels used in this booklet come from the CHOICES computer program, a nationally recognized source of career information. If you use the program, the information you find should match up with the information provided in the booklet. Other sources of career information may have different information about the amount of education required for entry-level work.
- These education levels are provided only to give an idea of the amount of education needed to work at these occupations. In fact, education required for entry-level work in an occupation is often much more complex than can be represented by an icon because:

  Many occupations have no clear-cut entry-level education requirements; they vary from state to state, or even from city to city.

  Ultimately, employers set the standard for what they require of entry-level workers. In a place where competition for work in a particular occupation is keen, the standards may be much higher than those listed in the booklet. In a place where the number of jobs exceeds the number of workers, standards may be lower for entry-level workers.

  Many of these occupations require further training in the form of apprenticeships, on-the-job training, etc. For instance, in the human services career path on page 15, a baker is said to need a high school diploma. While this is true, the baker must also go through a lengthy apprenticeship before becoming fully qualified. The diplomas and graduation caps represent only the amount of formal training required to do the job.

- If you find particular jobs you may be interested in, please talk to me about how to research the entry-level requirements so that you can begin to prepare appropriately.

Ask students to look at the "Career Path Wave" found on page 9 and discuss:

- Career paths waves appear in each of the six career paths sections. Waves show how careers that require different education levels are available in each paths.
- You can enter the "wave" at any point, and you can always enter at one point, then get additional training or education to advance to other points.
- You will have an opportunity to make your own "wave" at the end of the booklet.

Ask students to begin with page 8 and check all careers of interest on pages 8 through 19 in their booklets.

- Remember: mark as many careers as you want to at this point; in fact, the more careers you mark, the better!
- Take your time and consider each career listed carefully; you may be surprised to see how many of the careers listed appeal to you in some way!

Looking At Careers, Part II

Time: 15 minutes

Materials: "Exploring Career Paths" booklets, pages 8 through 20

Instructor Preparation:

- Become familiar with Step 2 in the "Exploring Career Paths" booklet, page 20, and with the material below.

Refer to Pages 8-20 of the ***"Exploring Career Paths"*** booklet

Activity: Ask students to turn to page 8 in their "Exploring Career Paths" booklets.

- Review the careers checked on pages 8-19 the last time we worked with the booklets. *(Allow about 5 minutes to complete this part of the activity.)*
- On page 20 in your booklet, pick 12 of the occupations you marked and write them in the appropriate spaces. You should have at least one occupation for each career path. The additional six occupations may be split among the paths in any way you choose. *(Allow 10 minutes to complete this part of the activity.)*

Looking At Careers, Part III

Time: 1.5-2 hours (can be done over several class periods)

Refer to Pages 20-23 of the ***"Exploring Career Paths"*** booklet

Materials: "Exploring Career Paths" booklets, page 20-23, career resources (like the **Occupational Outlook Handbook, Dictionary of Occupational Titles**, CHOICES computer program, information from your State Occupational Information Coordinating Committee (SOICC) and the National Occupational Information Coordinating Committee (NOICC), Internet sites)

Instructor Preparation:

- Become familiar with Step 2 in the "Exploring Career Paths" booklet, pages 20-23, and with the material below.
- Select career resources for students to use in completing this activity and prepare to introduce them to students.

Activity:

Ask students to spend a few minutes looking at the careers they selected on page 20 of their booklets. Discuss:

- You will now have a chance to look up some facts about these occupations.
- Write one occupation from page 20 in the blank for "Occupation of Interest" on each of the "notepads" on pages 21 through 23. Fill in the career path for each occupation as well. *(Allow about 10 minutes to complete this part of the activity.)*

Introduce students to the career resources available to them for their research by providing them with a brief description of each resource and demonstrating how each is used. Suggested resources include: **Occupational Outlook Handbook, Dictionary of Occupational Titles**, CHOICES computer program, information from your State Occupational Information Coordinating Committee (SOICC) and the National Occupational Information Coordinating Committee (NOICC), Internet sites.

After your introduction to the career resources, tell students:

- Collect the facts for each occupation, using as many resources as possible to get a broad view of what the occupations are all about.

- The resources may differ on some of the information that they provide. When that happens, write the name of the source next to the fact you choose.

Allow students to move around the room using the resources, making yourself available for help and comments. It may take several class periods to complete the activity, depending on the length of classes and the number and types of resources provided.

Looking At Careers, Part IV

Time: 15-20

Materials: "Exploring Career Paths" booklets, pages 20 through 24

Instructor Preparation:

- Become familiar with Step 2 in the "Exploring Career Paths" booklet, pages 20 through 24, and with the material below.

Refer to Pages 20-24 of the ***"Exploring Career Paths"*** booklet

Activity:

Ask students to turn to page 24 in their "Exploring Career Paths" booklets.

- Use information from pages 21 through 23 to fill in the blanks for the top two statements on page 24. *(Allow about 5 minutes to complete this part of the activity.)*

- After looking over the facts, pick out the occupations liked best, and write them in the purple box on page 24. List at least three occupations; more may be listed. *(Allow about 5 minutes to complete this part of the activity.)*

- Based on responses to these statements, pick three career paths to explore further and write them in the starred box at the bottom of page 24. Remember, you are only selecting career paths for further exploration, not selecting one path to focus on for the rest of your life. While making a decision AT THIS TIME, you may change your mind at a later date.

Ask students to go back to the top of page 7 and compare their three career paths choices there with their choices on page 24.

- It is all right if choices on these two pages are different. The facts may have changed your mind about your areas of interest.

- If the same career paths were selected on both pages 7 and 24, this is all right, too. The facts may have simply reconfirmed your earlier choices.

Involving Students' Families

Time: 5 minutes

Materials: Step 2 Letter from the **Letters** section of this guide

Instructor Preparation:

- Photocopy Step 2 Letter from the **Letters** section of this guide.
- Photocopy the "Questions and Answers About Career Paths, Step 2" on page 30 if you want students to have copies of them.

Activity:

Pass out Step 2 Letter and discuss:

- Talk to the adults in your family about the activities you have done during the past few classes. Try to get some feedback from these adults, especially regarding the career paths you have chosen for further exploration.

Ask for questions about career paths activities.

Optional: Pass out copies of "Questions and Answers About Career Paths, Step 2" and discuss.

Questions and Answers About Career Paths, Step 2

Q. Aren't there lots of other careers besides those listed on pages 8 through 19?

A. Yes! The careers listed here are just a small sampling of what's available in each career path. They were chosen to illustrate the great variety of occupations available in each path, but they are by no means an exhaustive list. If you know of other careers that you want to research in a particular career path, feel free to add them to the list!

Q. Why do I have to pick occupations in all six of the career paths if I already know which path I want to work in?

A. If you already have a good idea of which career path you want to focus on, you may want to select several different occupations from this path to research. However, don't be too quick to dismiss the other paths. At this point in your exploration, you want to explore as many options as possible. Your work may confirm that the path you have in mind is the one you want to focus on, or it may show you a new and different direction that you want to explore further. That's the reason for asking you to pick at least one occupation to explore from each path. Think of it as an adventure!

Q. Why do different resources have different information about some occupations? Which should I use to answer the questions on pages 21 through 23?

A. Different resources have different ways of collecting their data, so information about some occupations may vary from resource to resource. The resources may also have different names for occupations, or they may group occupations differently. Some resources will include occupations that others won't. It can be a little confusing, but you'll find that most of the time the resources agree with each other about most of the main characteristics of an occupation. You can use any of them that your instructor approves to answer the questions on pages 21 through 23.

Q. What if the three career paths I pick on page 24 aren't the same as those I picked on page 7?

A. That's just fine! As we've been discussing since we began working with career paths, this is an exploration process. At each step, you're picking the paths that you are most interested in learning more about AT THAT TIME. If you find that you're most interested in other paths somewhere down the road, all that means is that you've learned new things about careers and about yourself.

Additional Activities
Occupation Sharing

Time: Varies depending on the number of students in the class, and on method used

Materials: ***Optional***: Large index cards

Instructor Preparation:

- Become familiar with the instructions below.
- ***Optional***: Prepare a bulletin board for students to use in posting their career paths information.

Activity:
Ask each student to select one occupation from those researched and present the information orally to the class.

Alternately, ask students to copy information on occupations of interest onto large index cards, and post the cards on a bulletin board, grouped by career path, for classmates to examine at their leisure.

Reach Into the Community

Time: 30-45 minutes of class time; interview time outside of class

Materials: "Interview Questions" from the **Handouts** section of this guide

Instructor Preparation:

- Become familiar with the instructions below.
- Make a list of people from the community to interview. Try to include people from all career paths, and from occupations you know students have been researching.
- Photocopy "Interview Questions" from the **Handouts** section of this guide.

Activity:
Pass out the "Interview Questions" and tell students that this activity will give them a chance to do some research into an occupation of interest.

Ask students to pick one occupation from page 20 in their "Exploring Career Paths" booklets, or to pick another occupation from those listed on pages 8 through 19 of the booklet.

Talk with students individually to help them find people who work at the occupations chosen. Ask them to interview these people, using the "Interview Questions". If possible, ask them to take photos of the people they interview.

On the day students bring their information to class, ask them to write profiles of the interview subjects using their interview information.

Compile these profiles (and photos if available) into a notebook of "Careers In Our Community," grouping careers alphabetically by career path. Students in future classes can continue to add to the notebook. Being part of the notebook may even become a source of pride and unity for members of your community!

Alternately, post a selection of the profiles and photos on a bulletin board and rotate them throughout the course.

If you find it too cumbersome to have students do individual interviews, try inviting guest speakers from each career path to speak to the class. Provide students and speakers with copies of "Interview Questions" ahead of time, and encourage students to add to the list. After the speakers' presentations, ask students to work in groups to compile speaker profiles, one profile per group. If you like, you can take photos of the speakers when they come to class and add them to the profiles.

Crosswalks

CROSSWALK TO THE MISSOURI COMPREHENSIVE MODEL GUIDANCE PROGRAM: STEP 2

The following competencies from the Missouri Comprehensive Model Guidance program, middle/junior high school and high school levels, correspond with this step of the "Exploring Career Paths" booklet. For a more complete discussion about the Comprehensive Model Guidance program, see the **Implementation** section of this guide.

MIDDLE/JUNIOR HIGH SCHOOL

AREA I - Career Planning and Exploration

A-1 I know how to explore careers in which I may be interested.

AREA II - Knowledge of Self and Others

H-27 I understand my friends and classmates.

H-28 I know effective ways of communicating feelings and thoughts.

H-31 I respect other people even though they may be different.

AREA III - Educational and Vocational Development

O-55 I understand how completing high school will better prepare me for the job market.

E-19 I know what jobs are available locally.

HIGH SCHOOL

AREA I - Career Planning and Exploration

A-2 I know about possible careers and the world of work.

A-3 I know how to explore careers in a specific area in which I am interested.

A-7 I know how the place I live affects job opportunities.

C-15 I know about jobs that are usually filled by the other sex, but are available to both sexes.

AREA II - Knowledge of Self and Others

H-48 I can understand others.

H-52 I can accept others as well as being accepted by them.

H-53 I respect other people whose views differ from mine.

AREA III - Educational and Vocational Development

M-76 I know what jobs graduates found and where.

M-77 I know the problems graduates had in finding jobs.

O-92 I know the job opportunities available to those who complete area vocational/technical training.

I-55 I know what jobs are available locally.

I-58 I know what jobs are available in my interest and ability areas, their locations, and requirements to obtain these jobs.

CROSSWALK TO NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS: STEP 2

The following competencies and indicators come from the National Career Development Guidelines Competencies and Indicators developed by the National Occupational Information Coordinating Committee, Middle/Junior High School and High School levels. The competencies and indicators are arranged to show how they might be included at this step of the "Exploring Career Paths" booklet. For a more complete discussion about the National Career Development Guidelines Competencies and Indicators, see the **Implementation** section of this guide.

Middle/Junior High School

Self-Knowledge

Competency II: Skills to interact positively with others

- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

Educational and Occupational Exploration

Competency IV: Knowledge of the benefits of educational achievement to career opportunities

- Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.

Competency VI: Skills to locate, understand, and use career information

- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school, community, and technology resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups including self employment.
- Identify sources of employment in the community.

Career Planning

Competency XI: Knowledge of different occupations and changing male/female roles

- Describe advantages and problems of entering nontraditional occupations.
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

Competency XII: Understanding the process of career planning

- Describe skills needed in a variety of occupations, including self-employment.

High School

Educational and Occupational Exploration

Competency V: Understanding the need for positive attitudes toward work and learning

- Demonstrate knowledge of the social significance of various occupations.

Competency VI: Skills to locate, evaluate, and interpret career information

- Describe the educational requirements of various occupations.
- Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Describe the advantages and disadvantages of self-employment as a career option.
- Describe the influence of change in supply and demand for workers in different occupations.
- Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Career Planning

Competency XI: Understanding the continuous changes in male/female roles

- Describe the advantages and problems of nontraditional occupations.

Competency XII: Skills in career planning

- Describe the costs and benefits of self-employment.

Step 3: Explore, Both In School and Out!

Purpose

To help students have a personal experience in each of the six career paths
To help students think about what they most liked and disliked about the experiences

"Exploring Career Paths" Activities: Step 3

Wrap Up From Step 2: Begin to Look at Careers!

Time: 5 minutes

Materials: Step 2 Letter; students should have it from the last session

Instructor Preparation:
None

Activity:

- ***Optional:*** Collect the signed Step 2 Letters
- Discuss family reactions to the letter.
- Ask for additional questions or comments about career paths research.

Career Paths Exploration Experiences: Preparation

Time: 45-60 minutes in class; additional time outside of class to complete explorations

Refer to Pages 25-28 of the *"Exploring Career Paths"* booklet

Materials: "Exploring Career Paths" booklets, pages 25-28; "Career Paths Journal" sheet, "Suggested Career Paths Exploration Experiences" sheet and "My Career Paths Exploration Experiences Plan" sheet from the **Handouts** section of this guide

Instructor Preparation:
In this step of the career paths exploration process, students are asked to participate in a number of career-paths related experiences, at least one experience per career path. Exploring in all six career paths discourages tracking and encourages expanding opportunities. Students will document their experiences in the career paths journals found in their "Exploring Career Paths" booklets. Before introducing this step to your class, you will need to decide:

1) Whether you want to include some group experiences for the entire class that will help students complete their career paths journals. For instance, you might: a) arrange for a panel of guest speakers from health-related professions to count as a health services experience; b) watch a video about tree farming and have students write a summary of it to count as a natural resources/agriculture experience; and c) have students work on an individual basis to complete experiences in the other four paths. If students also want to complete individual experiences in the paths covered as a class, you may want to permit them to do so if time allows.

- If time is of the essence and you want to complete the career paths journals in class, you may want to use only group experiences to complete this step of the "Exploring Career Paths" booklet. The experiences suggested below involve the entire class and can be done without leaving the school. They will allow students to have an experience in each of the career paths in a relatively short amount of time, although other, more personalized experiences may be more meaningful.

  Arrange for guest speakers in each of the six career paths to visit the class. Prepare students beforehand by giving them a list of possible questions to ask (see "Interview Questions" from the **Handouts** section of this guide), and encourage them to add to the list. Ask students to write a class thank-you note to each speaker, or divide students into groups to write the notes.

  Plan a group tour of your school, with students interviewing people who work at the school in all of the career paths. (Arts and Communications - Art teacher, music teacher; Business, Management, and Technology - school secretary; Health Services - school nurse; Human Services - librarian, cafeteria worker; Industrial and Engineering Technology - bus driver; Natural Resources - groundskeeper (could be custodian, but should focus on groundskeeping aspects of work). After the tour, ask students to write essays about which occupations they liked most and which they liked least.

  Ask other teachers to help you provide students with career paths-related experiences in their areas of expertise. For instance, a language arts teacher might give students pointers on developing a class newsletter, then critique the finished version after the class creates the newsletter, including writing the copy; editing the copy for grammar, spelling, and punctuation; designing a layout for the articles, etc. This experience could count for the arts and communications career path, as students would be experiencing what it is like to be a reporter or editor. A math teacher might explain a basic balance sheet and have students practice entering debits and credits, as an experience for the business, management, and technology career path. There's no limit to possibilities involving teachers!

2) How much time you want to spend on this step. You may want to set aside several weeks for students to complete their experiences, mostly outside of class, with an occasional class period set aside for progress reports or work that can be done in class. If you choose this approach, you may want to make non-career paths-related plans for class time during the period set aside for out-of-school career paths experiences, or use the time to do extra career paths activities not found in the "Exploring Career Paths" booklet.

3) How active a role you want to take in helping students select meaningful experiences. In order for this step to be a success, students need to select experiences a) that are appropriate for each path; b) that have some substance; and c) that they can reasonably be expected to complete in the time allotted. While you will probably want to give students as much latitude as possible in selecting their experiences, you may want to approve experiences before students begin them to ensure that these objectives will be met. Asking students to complete the "My Career Paths Exploration Experiences Plan" sheet as described in activity instructions below will help you keep track of students' intentions.

Additional preparation:

- Become familiar with the activity instructions below.
- Be prepared to help students select career paths exploration activities that you think are appropriate.
- Look at the Questions and Answers on page 40 so that you are prepared to answer these questions if they arise.
- Photocopy the Questions and Answers on page 40 if you want students to have copies of them.
- Photocopy "Career Paths Journal" sheet from the **Handouts** section of this guide.
- Photocopy "Suggested Career Paths Exploration Experiences" sheet from the **Handouts** section of this guide.
- Photocopy "My Career Paths Exploration Experiences Plan" sheet from the **Handouts** section of this guide.
- Divide a chalkboard into six sections and write the name of a career path at the top of each section.

Activity:

Ask students to turn to page 25 in their "Exploring Career Paths" booklets and lead a discussion with the following points:

- The main objective of this step is to have lots of career paths-related experiences. These experiences should look at what types of work might be done by people who work in each career path.

- By the end of this step, you will have at least six experiences, one for each of the career paths. These experiences can be a wide range of things, and they can take place both in school and out. In fact, just about any meaningful activity should work well for one of the paths.

Ask students to look at the bottom of page 25 at the journal space for providing comments about their arts and communications experiences. Tell them:

- This journal space and the spaces for the other five career paths on pages 26 through 28 provide a place to keep track of exploration experiences.

- Keep a brief record of what was done during each experience, then write some comments about what you did or did not like about it.

- Additional journal pages are available.

Pass out the "Suggested Career Paths Exploration Experiences" sheet from the **Handouts** section of this guide.

Go over the list with students to get an idea of the types of experiences they might want to consider. *(Allow about 5 minutes to complete this part of the activity.)*

Brainstorm other possible experiences as a class, using the handout as a starting point. As students give you ideas for experiences for different career paths, write them in the appropriately labelled sections of the chalkboard.

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Exploring Career Paths

When you sense that students have a good feeling for what a career paths experience is, pass out the "My Career Paths Exploration Experiences Plan" sheet from the **Handouts** section of this guide and discuss it.

Set a time frame for completing the career paths experiences and tell students they will need to complete the activities from their plan within this time frame.

If you will be doing some group experiences for some of the career paths, briefly describe them and tell students where to write them in on their plans. Give them the dates of the experiences if they are available.

Discuss these ideas for students to keep in mind as they complete their individual plans:

- You can include experiences from the "Suggested Career Paths Exploration Experiences" list and classroom discussion, as well as adding unique experiences of your own.

- Present activities, both in school and out, might provide experiences that can be used. For instance, consider work in 4-H or scout organizations and after-school groups at school. Books you are reading might have something to do with career paths. Projects for other classes might also count.

- Complete at least the first experience listed for each career path. You will list several experiences for each career path so that you will have alternate experiences if the first choice does not work out.

- Do as many of the alternate experiences as time permits because, as your booklet says on page 25, "the more you explore, the more career knowledge you gain, and the better prepared you will be to make future career paths-related decisions."

Optional: Pass out copies of "Questions and Answers About Career Paths, Step 3" and discuss. This may clear up questions students have about how to complete their plans.

Ask students to complete their plans. *(Allow at least 30 minutes to complete this part of the activity. You may want to ask students to begin their plans now and finish them at home or during the next class period.)*

Optional: Ask students to discuss their plans with you if you have decided to approve plans before students begin work on their activities.

Optional: Ask students to talk with you first before making changes to their completed plans.

Career Paths Exploration Experiences Recap

(To be completed when all experiences have concluded)

Time: 20-30 minutes

Refer to Pages 25-29 of the *"Exploring Career Paths"* booklet

Materials: "Exploring Career Paths" booklets, page 25 through 29

Instructor Preparation:

- Become familiar with the activity instructions below.

Activity:

Ask students to turn to page 25 in their "Exploring Career Paths" booklets and lead a discussion with the following points:

- Review your career paths journal entries on pages 25 through 28. *(Allow 5-10 minutes to complete this part of the activity.)*
- Based on your journal entries, complete the top portion of page 29. *(Allow about 10 minutes to complete this part of the activity.)*
- Based on your career paths exploration experiences, select three career paths to learn more about right now and write your choices in the starred box at the bottom of page 29. *(Allow about 5 minutes to complete this part of the activity.)*

Ask students to look back at pages 7 and 24 to see what their three career paths choices were at those steps in the career paths exploration process. Ask if they see any changes, or if their choices remained the same. Reassure them that EITHER situation is acceptable.

Involving Students' Families

Time: 5 minutes

Materials: Step 3 Letter from the **Letters** section of this guide

Instructor Preparation:

- Photocopy Step 3 Letter from the **Letters** section of this guide.

Activity:

Pass out Step 3 Letter and discuss.

- Talk about the career paths exploration experiences that you've been doing with adults in your family. Share details about your experiences with your family, and let them know which paths you have decided you are most interested in learning more about, based on your experiences.

Ask for questions or comments about career paths explorations.

Questions and Answers About Career Paths, Step 3

Q. How do I know what counts as a career paths exploration experience?

A. Almost any activity you can think of can be a career paths-related experience! If you're not sure which path an activity fits with, or if you're having trouble coming up with an activity for a particular path, just ask for help!

Q. Do the career paths exploration experiences have to be things I'm doing now, or can they be things I've done in the past?

A. The more recent the experiences are, the better you'll be able to remember them, and the more meaningful they will be to your current career paths research. However, some past experiences may count. Ask if you have something particular in mind!

Q. What if I want to concentrate more on one path that on the others?

A. If you have lots of ideas for experiences in one or two career paths, go for it! You need to have at least one experience in each path to round out your research, but after that requirement is met, you can do as many additional activities as you want to do in the time provided.

Q. Why do I need to write about why I liked or disliked my experiences, as well as recording what I did?

A. Thinking about why you did or didn't like your experiences in a particular path is a critical part of your career paths research. If you really like your experiences in one path, while those in a couple of other paths leave you cold, you may have an important clue as to which path you want to explore further. Writing down your likes or dislikes about the experiences will help you remember your reactions and do some thinking about what you learned - both about the path and about yourself!

Additional Activities
What I Have Learned

Time: 30-45 minutes if done in class

Materials: "Exploring Career Paths" booklets, pages 25-29

Instructor Preparation:

- Become familiar with activity instructions below.

Activity:

Ask students to write a paper about what they have learned about themselves from their career paths exploration experiences, both those they enjoyed and those they didn't. Help them see that many times knowing what we don't like is as important as knowing what we do like when it comes to making decisions about occupations.

Visually Speaking:
Career Paths Exploration Presentations

Time: Several class periods for presentations, depending on the number of students

Materials: None

Instructor Preparation:

- Become familiar with activity instructions below.
- Prepare space for students to exhibit projects.

Activity:

At the beginning of the career paths exploration activity, hold a class discussion about an Experience Career Paths! presentation event as follows:

- At the end of this step of our career paths exploration, you will have an opportunity to make a presentation about an experience that you particularly enjoyed.
- Presentations should last 5 to 10 minutes and cover one thing learned through your experience. For example, show how to read someone's blood pressure, talk about plant photosynthesis, discuss how lawsuits move through the court system.
- Use at least one visual aid for your presentation, such as scale models or diagrams, a posterboard with photos, a map or chart.
- As you complete your experiences, think about what you will do for your presentation. Also, collect things you could use as visual aids.

Tell students when their presentations are due. Remind students about their presentations occasionally during the time you allot for them to complete their career paths experiences. After their experiences are complete, hold your Experience Career Paths! event during class time over several days, or hold an evening event and invite family members to attend.

Arrange to exhibit the visual aids in your classroom, or some place where the entire school can see and enjoy them.

Crosswalks

CROSSWALK TO THE MISSOURI COMPREHENSIVE MODEL GUIDANCE PROGRAM: STEP 3

The following competencies from the Missouri Comprehensive Model Guidance program, middle/junior high school and high school levels, correspond with this step of the "Exploring Career Paths" booklet. For a more complete discussion about the Comprehensive Model Guidance program, see the **Implementation** section of this guide.

MIDDLE/JUNIOR HIGH SCHOOL
AREA III - Educational and Vocational Development
- **J-33** I know how to organize my time.
- **J-35** I know how to organize my class and homework materials.
- **J-36** I can take good notes.
- **J-37** I know how to start and finish my assignments well.

HIGH SCHOOL
AREA I - Career Planning and Exploration
- **A-3** I know how to explore careers in a specific area in which I am interested.
- **C-19** I know how to get along with members of both sexes on the job.

AREA III - Educational and Vocational Development
- **J-62** I can complete the tasks and projects that I start.
- **J-66** I know how to take good notes.

CROSSWALK TO NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS: STEP 3

The following competencies and indicators come from the National Career Development Guidelines Competencies and Indicators developed by the National Occupational Information Coordinating Committee, Middle/Junior High School and High School levels. The competencies and indicators are arranged to show how they might be included at this step of the "Exploring Career Paths" booklet. For a more complete discussion about the National Career Development Guidelines Competencies and Indicators, see the **Implementation** section of this guide.

Middle/Junior High School

Self-Knowledge
Competency III: Knowledge of the importance of growth and change
- Identify feelings associated with significant experiences.

Career Planning
Competency XII: Understanding the process of career planning
- Demonstrate knowledge of exploratory processes and programs.

High School

Educational and Occupational Exploration
Competency V: Understanding the need for positive attitudes toward work and learning
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

Career Planning
Competency IX: Skills to make decisions
- Identify possible outcomes of decisions.

Step 4: Put It All Together!

Purpose

To help students analyze career exploration to this point
To help students make a choice about which career paths they want to continue exploring at this point

"Exploring Career Paths" Activities: Step 4

Wrap Up From Step 3: Explore, Both In School And Out!

Time: 5 minutes

Materials: Step 3 Letter; students should have it from the last session

Instructor Preparation:
None

Activity:
Optional: Collect the signed Step 3 Letters.

Ask for family reactions to the letter or to the students' experiences.

Ask for questions or comments about students' career paths experiences.

Put It All Together!

Time: 20-30 minutes

Materials: "Exploring Career Paths" booklets, page 30

Instructor Preparation:

- Become familiar with the activity instructions below.
- Look at the Questions and Answers on page 46 so that you are prepared to answer these questions if they arise.
- Photocopy the Questions and Answers on page 46 if you want students to have copies of them.

Activity:
Ask students to turn to page 30 in their "Exploring Career Paths" booklets and discuss:

- For this step, you will review some of the career paths choices in your "Exploring Career Paths" booklet, then choose one career path to explore further beginning right now, and another to explore if you discover that the first path is not for you.

Go over the three questions at the top of page 30 in the students' booklets.

- For each question, go back to the starred box on the page indicated and look at the three career paths choices written in the box.
- From those three career paths, select one path and write it in the appropriate blank on page 30. *(Allow about 10 minutes to complete this part of the activity.)*

Exploring Career Paths

Ask students to look at the options listed in the middle of page 30 and read this section aloud as a class.

- Some of you may have chosen the same path for all three questions, or for two out of three paths; some of you have different paths for each question. Any of these options is fine.

Ask students to read the starred box at the bottom of page 30 and discuss:

- Your booklets have always stressed that you can change your mind about career paths selected at any point, so why does this box ask you to make a commitment?
- It is important to make a small commitment to one path so you can begin to learn about that path in greater detail, and so you can begin to plan courses, extracurricular activities, etc. around that path.
- If you do not make a commitment to learn more about a path, you will be no closer to finding a career path to prepare for than when you began.
- You still have the right to change your mind once you select a career path. You may choose one path now and next semester - or next month, or next week - decide to pursue another path. That's fine!
- The intent of having you make a choice is not to pigeonhole you into a career path for the rest of your life; rather, it is to provide you with a point of focus in making future plans. If the focus changes - and it will for many of you - you can still select another path to plan around.

Refer to Page 30 of the ***"Exploring Career Paths"*** booklet

Optional: Pass out copies of "Questions and Answers About Career Paths, Step 4" and discuss. This material may help students further understand why they need to complete the starred box and select a career path.

Ask students to complete the starred box at the bottom of page 30. *(Allow several minutes to complete this part of the activity.)* Once students have done so, discuss:

- How does it feel to have made a choice of a career path to learn more about?
- All of your work up to this point has helped you prepare for this choice. Did you feel prepared to make it?

Involving Students' Families

Time: 5 minutes

Materials: Step 2 Letter from the **Letters** section of this guide

Instructor Preparation:

- Photocopy Step 4 Letter from the **Letters** section of this guide.

Activity:

Pass out Step 4 Letter and discuss.

- Talk about the career paths choices that you've made today with adults in your family. Tell your family how you reached your decision, and ask them for comments and suggestions. Make sure that they understand that you've selected paths to begin learning more about, not paths that you need to follow for the rest of your life. Let them know that your career path can still change at any time.

Ask for questions or comments about the work done today.

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Questions and Answers About Career Paths: Step 4

Q. Why do I have to pick a career path at all?

A. Picking a career path can help you make plans for your future, through high school and beyond, both in school and out. You're always free to change paths, but you need to have a starting point for your plans.

Q. What if I still don't know which career path I'm most interested in?

A. Making choices about career paths isn't easy for everyone. Still, it's important to begin somewhere! If you have several paths that you are interested in, pick one to start with, and list the others as paths to research next. If none of the career paths really stand out, look back at pages 8 through 21 and see which path has the most check marks in it; maybe this is the path to start with. Keep in mind that you're just selecting a career path to begin planning around, not trying to select a path or occupation for the rest of your life. Take it one step at a time and enjoy!

Additional Activities

Best and Least

Time: 15-20 minutes

Materials: 6 pieces of paper per student

Instructor Preparation:

- Become familiar with the activity instructions below.

Activity:
Tell students:

- This activity will help you identify the career path that interests you the most.
- Write the names of the career paths on six pieces of paper, one career path per page. *(Allow several minutes to complete this part of the activity.)*
- Divide each piece of paper into two columns. Label one column "Things I Like Best" and one column "Things I Like Least." *(Allow about 5 minutes to complete this part of the activity.)*
- List what you like best and least about each of the paths in the appropriate columns. *(Allow about 10 minutes to complete this part of the activity.)*
- Pick the career path where the most points are listed in the "Things I Like Best" column. This path may be the one to choose to begin exploring. If two papers have the same number of points listed in the "Things I Like Best" column, check to see which of them has the least points in the "Things I Like Least" column.

Further Help

Time: 5-10 minutes per student

Materials: "Exploring Career Paths" booklets

Instructor Preparation:
None

Activity:
Some students will have a difficult time completing Step 4 in their "Exploring Career Paths" booklets. Consult with these students individually to help them make a choice or to reaffirm a tentative choice of which they are unsure. If students are having trouble, try having them verbalize what things they like to do and match them to career paths with similar traits, consulting the "Exploring Career Paths" booklet as necessary.

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Crosswalks

CROSSWALK TO THE MISSOURI COMPREHENSIVE MODEL GUIDANCE PROGRAM: STEP FOUR

The following competencies from the Missouri Comprehensive Model Guidance program, middle/junior high school and high school levels, correspond with this step of the "Exploring Career Paths" booklet. For a more complete discussion about the Comprehensive Model Guidance program, see the **Implementation** section of this guide.

MIDDLE/JUNIOR HIGH SCHOOL

AREA II - Knowledge of Self and Others

F-23 I know what is important to me so I can set goals.
F-24 I know how to make good decisions.
F-25 I know how to evaluate my decisions and change poor ones.
F-26 I know how to accept responsibility for my decisions.

HIGH SCHOOL

AREA I - Career Planning and Exploration

D-25 I know how to decide on a field of study.

AREA III - Educational and Vocational Development

F-34 I know what my goals are and the value of these goals.
F-35 I can make decisions.
F-36 I can evaluate or judge decisions I have already made.
F-37 I can follow through on good decisions and can change poor decisions.
F-38 I know how to get along in a changing world.

CROSSWALK TO NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS: STEP 4

The following competencies and indicators come from the National Career Development Guidelines Competencies and Indicators developed by the National Occupational Information Coordinating Committee, Middle/Junior High School and High School levels. The competencies and indicators are arranged to show how they might be included at this step of the "Exploring Career Paths" booklet. For a more complete discussion about the National Career Development Guidelines Competencies and Indicators, see the **Implementation** section of this guide.

Middle/Junior High School

Career Planning

Competency IX: Skills to make decisions

- Identify possible outcomes of decisions.

High School

Career Planning

Competency IX: Skills to make decisions

- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternative in given decision making situations.

Step 5: Get Started - Explore Some More!

Purpose

To make plans that will help students explore career paths over the next few years
To think about possible places career paths might lead students
To think briefly about next steps after completing this booklet

"Exploring Career Paths" Activities: Step 5

Wrap Up From "Step 4: Put It All Together!"

Time: 5 minutes

Materials: Step 4 Letter; students should have it from the last session

Instructor Preparation:
None

Activity:
Optional: Collect the signed Step 4 Letters

Discuss family reactions to students' decisions about which career paths to explore.

Ask for additional questions or comments about the students' decisions. Tell students they will build on their decisions during this next step.

Plan Of Action

Time: 45-75 minutes (can be split over two sessions if necessary)

Refer to Page 31 of the *"Exploring Career Paths"* booklet

Materials: "Exploring Career Paths" booklets, page 31; course catalogs for junior high and high schools students are or will be attending (9th through 12 grades); catalogs and enrollment information from various community and junior colleges and universities; yearbooks from junior high and high schools (to help with extracurricular activity selection); local telephone books (to help with ideas for work experiences).

Instructor Preparation:

- Become familiar with the activity instructions below.
- Collect resources for students to use in identifying courses, college and university information, extracurricular activities, etc.
- Photocopy "Connections Between High School Courses and Careers" from the **Handouts** section of this guide.
- Look at the Questions and Answers on page 55 so that you are prepared to answer question 1 if it arises.
- Photocopy the Questions and Answers on page 55 if you want students to have copies of them.

Activity:
Ask students to turn to page 31 in their "Exploring Career Paths" booklets and lead a discussion with the following points:

- You are ready to make plans around your path, beginning with this planner.
- This planner is ***not*** a definitive course plan for the rest of your secondary and postsecondary education. Course offerings can change from year to year, and you may discover new interests to pursue through courses.
- The intent of this planner is to help you think about the ***kinds*** of course to take, rather than to list specific course numbers and time slots.
- In addition to future courses, this planner will help you plan extracurricular activities, workplace experiences, and research activities or projects.

Pass out copies of the "Connections Between High School Courses and Careers" sheet from the **Handouts** section of this guide and discuss:

- This handout is designed to show what types of courses in math, social studies, science, and language arts might be important in your career path. Note that courses in these four areas are important to all six of the career paths.
- Refer to this handout to help you decide which types of courses might be the best choices for your career path.

Introduce students to the resource materials you have gathered for them to use, providing as much information as you think they will need to use the resources wisely. Introductory comments could include:

- Course guides for junior high, high school, community and junior colleges, and universities may help you decide on kinds of courses you might like to take.
- Yearbooks from these schools may be helpful in looking at extracurricular activities to participate in, although you should think about activities outside of school as well.
- Telephone books may be helpful in looking at local businesses where you could complete workplace experiences, both paid and unpaid.
- There are no definite resources to help you think about research activities or projects. See how creative you can be in coming up with interesting ideas that incorporate your career path into basic courses. For example, explore the history of nursing for a history project; write an English paper comparing and contrasting two occupations in the arts and communications career path; or conduct a project in a physical science course that identifies various types of rocks, like a geologist in the natural resources path might do.

Ask students to complete their planners. *(Allow about 30-60 minutes to complete this part of the activity, depending on how detailed you want the students' planners to be.)*

After students complete their plans of action, lead a wrap-up discussion:

- How do you feel about completing your planner? Are you relieved to have the plans made, or do you feel confined?

- Are you apprehensive about your ability to complete the plans, or do you feel confident that you can reach these goals? If you feel like you might have trouble completing these plans, what can you do to help ensure your success?

Note: If you would like students to complete a more definitive plan for next year alone, see the "Additional Activities" section for this step.

Catch The Wave!

Refer to Page 32 of the *"Exploring Career Paths"* booklet

Time: 15-20 minutes using only information in the "Exploring Career Paths" booklets; 45-60 minutes using other career development resources (can be split over two sessions if necessary)

Materials: "Exploring Career Paths" booklets, page 32; "Exploring Career Paths" booklets, pages 8 through 19; **Optional:** career development resources like the **Occupational Outlook Handbook, Dictionary of Occupational Titles**, CHOICES computer program, information from your State Occupational Information Coordinating Committee (SOICC) and the National Occupational Information Coordinating Committee (NOICC), Internet sites

Instructor Preparation:

- Become familiar with the activity instructions below.
- Decide whether students will use only their "Exploring Career Paths" booklets, or whether they will use additional resources.
- Collect any additional resources to be used.
- Look at the Questions and Answers on page 55 so that you are prepared to answer question 2 if it arises.
- Photocopy the Questions and Answers on page 55 if you want students to have copies of them (or reuse the photocopies you made for use during the last activity).

Activity:

Ask students to turn to page 32 in their "Exploring Career Paths" booklets. Lead a discussion that includes the following points.

- Dream a little bit about where your career paths planning might lead you. You will be creating an individual "career paths wave" similar to those found for each career path on pages 8 through 19 in your "Exploring Career Paths" booklet. Use the "waves" on these pages of the booklet as examples, but make your "wave" unique.

- Completing a wave should help you see what your options are at each education level. Keep these thoughts in mind as you work on your wave:

  You might not hold each of the jobs in your "waves" in sequence.

  You can enter the workforce at any point on your "wave".

  You can enter the workforce at one level, then get additional education or training to advance to the next level.

  The possibilities are limitless when you ride a "career paths wave!" Use your imagination and see where your path takes you.

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- To complete the "wave" on page 32, write in the name of your chosen career path in the box provided to the left of the "wave." *(Allow students a few minutes to do so.)*

- Choose jobs of interest at each level: a high school diploma, 1 to 2 years of training past high school, an undergraduate degree, and a graduate degree. Refer to the education level symbols on pages 8 through 19 to find jobs at each of the levels. Write your choices in the boxes provided to complete your "waves." *(Allow about 15 minutes to complete this part of the activity using the "Exploring Career Paths" booklets, about 45 minutes if using additional materials.)*

Note: If you want students to use additional career resources, introduce them before students begin to fill in their waves.

Once students complete their waves, invite them to share their individual "career paths waves" with the class and discuss the following points with volunteers:

- Where do you think you might enter the "wave"?
- Where do you think you might end up?
- What will you need to do to prepare for the job you plan to enter?
- What can you begin doing today to help you prepare?

Remind students they can go as far as they want to with the paths they have chosen, or with any other path!

Options, Options, Options!

Time: 20-30 minutes

Materials: "Exploring Career Paths" booklet, pages 33 and 34

Instructor Preparation:

- Become familiar with pages 33 and 34 in the "Exploring Career Paths" booklet, and with the activity instructions below.
- Look at the Questions and Answers on page 55 so that you are prepared to answer questions 3 and 4 if they arise.
- Photocopy the Questions and Answers on page 55 if you want students to have copies of them (or reuse the photocopies you made for use during the last activity).

Refer to Pages 33-34 of the ***"Exploring Career Paths"*** booklet

Activity:

Ask students to turn to page 33 and lead a discussion with the following points:

- Career paths exploration can go on indefinitely.
- Look at your three options listed at the top of page 33:

  1) explore the current path some more through courses, extracurricular activities, workplace experiences, and research activities;
  2) explore another career path, like the one listed on page 30 of the booklet as the "career path that I would explore next" ; or
  3) do more career paths research by repeating any or all of the steps in this booklet.

- Revisit this page at some point in the future. Return to it each year to see where career paths work in the past year has led you and to plan for the upcoming year.

Ask students to look at the diagram on page 34 and lead a discussion with the following points:

- Page 34 provides a brief glimpse of some of the options to consider in making plans to reach career paths goals.
- Options for continuing education include work, schools and programs, and the military.
- Look at the specific programs and educational opportunities listed under each option:

Work:
On-the-Job Training: Some occupations do not require training prior to employment. They use hands-on experience to teach you a job. You earn money while you learn.

Apprenticeships: Apprenticeships are usually three-to-five-year training programs where you earn money while you learn, working on the job. You usually receive a license at the end of training. Examples of trades that use apprenticeship are bricklaying, jewellery making, baking.

Schools & Programs:
Vocational and Technical Schools: Programs at these schools are generally one month to two years in length. Examples of vocational technical/trade school programs include practical nursing, robotics, and business.

Community/Junior Colleges: These colleges offer two-year "degree" vocational training, associate degrees, or credit transfer to a college or university where you can pursue a bachelor's degree. Most community colleges have an open enrollment policy for high school graduates and individuals with GEDs. They may offer remedial courses.

Colleges/Universities: A bachelor's degree requires approximately four years of work at one of these schools. A mater's degree usually requires one to two years of work beyond the bachelor's degree. Other advanced degrees are also available. Entrance requirements depend on the desired program or major.

Job Corps: This program provides vocational/skill training at various locations throughout the nation. Training, room and board, and sometimes child care are provided free to economically disadvantaged youth, male and female, ages 17-20. The State Employment Office has more information on this program.

Military:
Variety of Skill Training: If you enlist in the military, training is available for many jobs. You receive pay, room and board, and benefits. High school graduation is required for enlistment.

Financial Assistance with College or Technical School: While enlisted in the military, you may also be able to earn financial assistance for college. You can use this assistance at a variety of schools once you finish your enlistment.

- All of these options can lead to the "career," "life-long learning," and "leisure" circles at the bottom of the diagram on page 34.

  These circles represent all of the components of a successful working experience.

  All three components are important to have a fulfilling career that includes job satisfaction, advancement, and time away from work.

As a final wrap-up of this activity, discuss the following points:

- Page 33 of the "Exploring Career Paths" booklet lists options for continuing to explore career paths, while page 34 lists options for reaching career paths education and training goals.

- Although you have made some initial career paths decisions by completing this booklet, you still have plenty of options open to you, and many more career-related decisions to make in the future.

- Look at the bottom of page 33. As it says there, career exploration will happen for the rest of your life; your career paths journey is really just beginning!

Involving Students' Families

Time: 5 minutes

Materials: Step 5 Letter from the **Letters** section of this guide.

Instructor Preparation:

- Photocopy Step 5 Letter from the **Letters** section of this guide.

Activity:

Pass out Step 5 Letter and discuss.

- Talk to your family about your future career paths plans. Share with them your plan of action, your "career paths wave," and your thoughts about how you might want to continue your education and training after high school.

Ask for questions or comments about the work done during this last step of the "Exploring Career Paths" booklet.

Ask if students know more about occupations than they did before completing this booklet, and if they think the career paths work they have done was worthwhile.

Questions and Answers About Career Paths: Step 5

Q. How do I know which courses I want to take in high school?

A. You don't have to know exactly which courses you want to take to complete the "Plan of Action" on page 31. The intent of this exercise is to help you think about kinds of courses you might want to take, not to make a concrete course schedule.

Q. Why should I complete the whole "career paths wave" on page 32 if I already know what occupation I want to do?

A. Knowing some options that exist at every education level of your chosen career path can help you in lots of ways. For instance, even if you know the occupation you want requires education beyond the high school level, knowing which occupations you can do right out of high school can help if you need a part-time job while you work on that additional education. You may also decide to take a break from education and work for awhile during the course of your education. Finally, you may want to start work at one point of the "wave" and advance to another, so knowing where you can go is helpful. Dream a little as you complete the wave; remember, you can go as far as you want to go with career paths!

Q. How do I know which of the options for continuing education on page 34 is right for me?

A. All of the options listed - work, schools and programs, and military - have benefits. In many cases, they will lead to the same conclusion, too. It's never too soon to start considering long-term options and what you'll need to do to be ready to take advantage of them. Talk to your instructors, counselors, people who work in the field you are interested in, school and program representatives, and military personnel to help you find out more about which options will get you where you want to go.

Q. Why are "leisure" and "life-long learning" part of the diagram on page 34, along with "career"?

A. Your career is more than just your job, or even a series of jobs that you hold throughout your working life. To have a successful career, you also need to have time away from work, or leisure time, that you enjoy. In addition, you need to continue learning throughout your career if you want to advance and keep up with changes in your field. Your career is your work plus your leisure time and your lifelong learning.

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Additional Activities

Plan for Next Year

Time: 30-45 minutes

Materials: "Plan of Action" from the **Handouts** section of this guide; course catalogs for the school students will attend next year; yearbooks from the school students will attend next year (to help with extracurricular activity selection); local telephone books (to help with ideas for work experiences).

Instructor Preparation:

- Become familiar with the activity instructions below, and with the instructions for completing the plan found under the "Plan of Action" activity for this step.
- Photocopy the "Plan of Action" from the **Handouts** section of this guide.
- Collect resources for students to use in identifying courses, extracurricular activities, and work experiences.
- Make a list of courses students are required by your school to take next year. Photocopy the list for students, or write it on a chalkboard.

Activity:

Pass out the "Plan of Action" included in the **Handouts** section of this guide and discuss:

- This planner is specifically for next year. It is more concrete and definite than the long-term planner on page 31 of the "Exploring Career Paths" booklet.

- List the courses required for next year, using the list provided, then plan electives around your career paths interests. *(Pass out list of required courses, or point out the list to students on the chalkboard. Allow 10-15 minutes to complete this part of the activity.)*

- Fill in the other spaces with activities and experiences for next year, using these resources. *(Briefly introduce resources you want students to use, as in the directions for the "Plan of Action" activity.)*

- Relate the courses and activities chosen to your career paths, including the required courses. *(Allow 10-15 minutes to complete this part of the activity.)*

Options for Education and Training

Time: 45-60 minutes (can be split over two sessions if necessary)

Materials: "Exploring Career Paths" booklet, pages 8-19 and page 34; "Options for Education and Training" from the **Handouts** section of this guide; resources for helping students identify possible education and training options for occupations in their career paths (e.g., **Occupational Outlook Handbook, Dictionary of Occupational Titles**, CHOICES computer program, information from your State Occupational Information Coordinating Committee (SOICC) and the National Occupational Information Coordinating Committee (NOICC), Internet sites)

Instructor Preparation:

- Become familiar with the activity instructions below.
- Photocopy the "Options for Education and Training" sheet from the **Handouts** section of this guide. ***Make three copies for each student.***
- Collect resources for students to use in identifying possible education and training options for their career paths.
- Make a list of people that students may be able to talk to about various occupations, including counselors or representatives of schools and programs that might be applicable, and military recruiters. (You may need to find additional people once you see what occupations students select.)

Activity:

Ask students to turn to page 34 of their "Exploring Career Paths" booklets and lead a discussion with the following points:

- This activity involves researching career preparation options for at least three occupations in your chosen career path. Page 34 shows most of the options available for further education and training. You will be finding out which options would work for some of the occupations in your career path.

Distribute the "Options for Education and Training" worksheet (three copies per student).

Review resources available to complete the first part of the worksheet.

Tell students:

- Complete the "Options for Education and Training" worksheet for three occupations from your career path. Refer to pages 8 though 19 in your "Exploring Career Paths" booklet to select those occupations. Use the resources we discussed.

- Once you have completed the first part of the worksheet, talk to someone who knows about each occupation in order to answer the last two questions on each worksheet. See me after you have completed the first part of the worksheet for all three occupations, and we will decide whom you need to talk to next.

Allow students about 45 minutes to complete the parts of their worksheets that can be answered with the resources available. They will probably need additional time outside of class to contact people they need to speak to directly.

When students have completed all of their worksheets, wrap up the activity with a discussion.

- Were you surprised at the number of different ways that you could continue your education and training for any of the occupations you researched?

- Share continuing education options for one occupation you researched. Which might be right for you? Why?

Crosswalks

CROSSWALK TO THE MISSOURI COMPREHENSIVE MODEL GUIDANCE PROGRAM: STEP 5

The following competencies from the Missouri Comprehensive Model Guidance program, middle/junior high school and high school levels, correspond with this step of the "Exploring Career Paths" booklet. For a more complete discussion about the Comprehensive Model Guidance program, see the **Implementation** section of this guide.

MIDDLE/JUNIOR HIGH SCHOOL

AREA I - Career Planning and Exploration

- **A-3** I understand how to prepare for careers in which I may be interested.
- **A-4** I understand the importance of making plans for the future (jobs, vocational-technical education, employment and training programs, college, and military).
- **C-13** I know how to handle "kidding" from other students if I have an interest in choosing a class usually taken by or a job usually filled by the other sex.
- **C-14** I how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the other sex.
- **C-15** I know that all classes and jobs are acceptable for females and males.
- **N-48** I know about different hobbies, sports, and activities in which I could get involved.
- **N-49** I know how to find out which leisure activities are best for me.
- **N-50** I know about leisure activities I can do when I am older.

AREA III - Educational and Vocational Development

- **M-45** I understand the challenges students have in high school.
- **M-47** I know what will be expected of me in high school.
- **O-51** I understand high school credits and graduation requirements.
- **O-52** I know how to select high school courses that help meet my needs, interests, and career goals.
- **O-53** I know how academic skills such as math, reading, and science relate to my career goals.
- **O-54** I know how to select middle school extracurricular activities that will meet my interests and future goals.
- **O-56** I understand how completing high school will better prepare me to continue my education (vocational education, military, and college).
- **O-57** I know the classes offered by my area vocational-technical school.
- **E-16** I know how to apply for a job.
- **E-17** I know what employees expect of workers.
- **E-18** I know how to look for a part-time and summer job.
- **E-20** I know job interview skills.

HIGH SCHOOL

AREA I - Career Planning and Exploration

- **A-1** I know how to develop a career plan.
- **A-4** I know how to prepare for careers in which I am interested.
- **A-5** I have made plans beyond graduation (job opportunities, training programs, college, vocational-technical schools, financial aids, military, etc.).
- **C-16** I can take courses appropriate to my career choice even though most often they are taken by the other sex.
- **C-17** I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the other sex.
- **C-18** I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the other sex.

D-21 I know about various colleges and what they offer.
D-22 I know how to pick a college.
D-23 I have visited colleges.
D-24 I know how to choose colleges that will help prepare me for a specific career.
D-26 I know which majors would prepare me for specific careers, and I know the future of those careers.
D-27 I know how to obtain scholarships and financial aid information.
L-72 I know the requirements for high school graduation.
L-73 I know how to select courses that will help me meet my career goals.
L-74 I know how to select courses that fit both my needs and interests.
L-75 I can make a plan of high school classes which will be best for me (reviewed and changed as necessary).
N-83 I know how to develop recreational interests that will make my leisure time more enjoyable (for examples, hobbies and sports).
N-84 I know which leisure and recreational activities best fit my interests and needs.
N-85 I understand how a job affects leisure time.

AREA III - Educational and Vocational Development

J-64 I know how to develop learning habits and skills that I can use throughout life.
M-78 I know their job was related to their high school training.
M-79 I know what problems they had on the job or in college.
M-80 I know which individuals or agencies helped them get into college, a job, or other training beyond high school.
M-81 I know what college courses or training gave them trouble and why.
M-82 I know what advice they gave me while I'm in high school.
O-87 I have visited vocational-technical programs before enrollment.
O-88 I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational-technical school or my high school.
O-89 I know how basic skills (math, reading, etc.) relate to vocational goals.
O-91 I have received assistance in enrolling in a vocational-technical program in which I have interests, aptitudes, and abilities.
E-29 I know what employers expect of applicants and employees.
E-30 I can complete application forms properly.
E-31 I know what to do during a job interview.
E-32 I can develop a resume (personal information sheet for employers).
E-33 I know where and how to start looking for a job.
I-56 I know how to find part-time work and summer work
I-57 I know how to find a full-time job after graduation.
I-59 I know which persons and which agencies will help me find a job.
I-60 I know benefits, working conditions, and opportunities for job advancement.

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Crosswalks

CROSSWALK TO NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS: STEP 5

The following competencies and indicators come from the National Career Development Guidelines Competencies and Indicators developed by the National Occupational Information Coordinating Committee, Middle/Junior High School and High School levels. The competencies and indicators are arranged to show how they might be included at this step of the "Exploring Career Paths" booklet. For a more complete discussion about the National Career Development Guidelines Competencies and Indicators, see the **Implementation** section of this guide.

Middle/Junior High School

Self-Knowledge

Competency III: Knowledge of the importance of growth and change

- Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupational Exploration

Competency IV: Knowledge of the benefits of educational achievement to career opportunities

- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances the ability to achieve goals.
- Describe how skills relate to the selection of high school courses of study.

Career Planning

Competency IX: Skills to make decisions

- Describe school courses related to personal, educational and occupational interests.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

Competency X: Knowledge of the interrelationship of life roles

- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationships among family, work, and leisure decisions.

Competency XI: Knowledge of different occupations and changing male/female roles

- Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.

Competency XII: Understanding the process of career planning

- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.
- Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.

- Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

High School

Educational and Occupational Exploration

Competency IV: Understanding the relationship between educational achievement and career planning

- Demonstrate how to apply academic and occupational skills to achieve personal goals.
- Describe how skills developed in academic and occupational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Describe how learning skills are required in the work place.

Competency VI: Skills to locate, evaluate, and interpret career information

- Describe the concept of career ladders.
- Identify individuals in selected occupations as possible information resources, role models, or mentors.
- Identify how employment trends relate to education and training.

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

- Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
- Demonstrate an understanding that job opportunities often require relocation.

Competency VIII: Understanding how societal needs and functions influence the nature and structure of work

- Describe the effect of work on lifestyles.
- Describe how occupational and industrial trends relate to training and employment.

Career Planning

Competency IX: Skills to make decisions

- Describe skills/aptitudes needed to qualify for desired postsecondary education/training.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency X: Understanding the interrelationship of life roles

- Demonstrate knowledge of life stages.
- Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
- Describe ways in which occupational choices may affect lifestyle.
- Describe the contribution of work to a balanced and productive life.
- Describe ways in which work, family, and leisure roles are interrelated.
- Describe different career patterns and their potential effect on family patterns and lifestyle.
- Describe the importance of leisure activities.
- Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

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Competency XI: Understanding the continuous changes in male/female roles

- Identify factors that have influenced the changing career patterns of women and men.
- Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- Identify courses appropriate to tentative occupational choices.

Competency XII: Skills in career planning

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary occupational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- Describe school and community resources to explore educational and occupational choices.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school

Handouts

Interests, Abilities, and Talents

Make some lists about your interests, abilities, and talents – you know, the stuff you do well! Think about this:

List courses in school in which you have done well and/or enjoyed.

List those jobs, either paid or unpaid, which you found interesting and fun.

List achievements, awards, or certificates that you have received.

What are your special interests, talents, and/or hobbies (examples: protecting the environment, taking care of animals, fixing things, making crafts)?

List any clubs and organizations that you enjoy as a member.

Now, think about you personally! Check five qualities below that best describe you. Add additional words in the space provided if needed.

❑ Practical	❑ Creative	❑ Responsible
❑ Independent	❑ Innovative	❑ Confident
❑ Patient	❑ Courageous	❑ Adventurous
❑ Analytical	❑ Dramatic	❑ Understanding
❑ Cautious	❑ Friendly	❑ Organized
❑ Observant	❑ Helpful	❑ Conscientious
❑ Precise	❑ Outgoing	❑ Accurate

Additional strengths/attributes:

Interests, Abilities, and Talents: Sum It Up!

Using information you provided on the "Interests, Abilities, and Talents" worksheet and the information sheets given to you by your instructor, complete this worksheet. Use the questions at the bottom of the page to help you complete page 7 of your booklet.

Career paths that best match my favorite courses (question 1):

1. _____
2. _____

Career paths that best match my jobs and volunteering experiences (question 2):

1. _____
2. _____

Career paths that best match my achievements, awards, and certificates (question 3):

1. _____
2. _____

Career paths that best match my interests, talents, and hobbies (question 4):

1. _____
2. _____

Career paths that best match my clubs and organizations (question 5):

1. _____
2. _____

Career paths that best match my five quality choices:

	Words	Career Path
1.		
2.		
3.		
4.		
5.		

1. Which career path shows up the most frequently?

   _____

2. Which career path shows up the second most frequently?

   _____

3. Which career path shows up the least, or not at all?

   _____

You're ready to list your three chosen career paths at the top of page 7 in your booklet! Use the answers to the three questions above as a guide. Don't be afraid to include a different path, or to pick the career path given in answer 3 if it appeals to you. Remember, the paths you list are a beginning. You'll have many chances to think about your choices!

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Possible Responses for Interests, Abilities, and Talents Activity

The following answers are possible responses to the questions asked on the "Interests, Abilities, and Talents" worksheet. Of course, they are only a few of the many, many answers that could be given. Use them as a guide to help you link your answers to career paths. Don't be afraid to make your own links, though! If you can think of a reason why creativity is an asset in the health services path, or why computer science would be a good course to take if you were following the natural resources/agriculture career path, that's fine, too!

Career Paths and Related Courses in School

Arts and Communications
- Fine arts courses (art, drama, music)
- Journalism
- Language Arts
- Vocational classes in fine arts (graphic arts, photography, sculpture)

Business, Management, and Technology
- Computer Science
- Math
- Speech
- Vocational classes in business education (accounting, business management, entrepreneurship)

Health Services
- Biological Sciences
- Chemistry
- Health Education
- Math
- Vocational classes in health care (dental technician, certified nursing assistant)

Human Services
- History
- Political Science
- Psychology
- Social Studies
- Vocational classes in service fields (cosmetology, culinary arts)

Industrial and Engineering Technology
- Drafting
- Math
- Physical Sciences/Physics
- Science
- Vocational classes in technical or industrial areas (electronics, robotics, machine tools)

Natural Resources/Agriculture
- Astronomy
- Biological sciences
- Math
- Vocational classes in agriculture (horticulture, nursery management, animal science)

Career Paths and Related Jobs

Arts and Communications
- Assistant choreographer with children's dance group
- Tour guide at a museum or art gallery

Business, Management, and Technology
- Hotel clerk
- Sales person (Girl Scout cookies, Boy Scout projects, Girls/Boys Club activities)
- Treasurer for a student organization

Health Services
- Animal hospital helper
- Hospice volunteer
- Hospital volunteer

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Human Services
- Assistant coach with younger kids' sports team
- Baby-sitter
- Teacher or assistant at place of worship or school

Industrial and Engineering Technology
- Construction helper
- Family auto mechanic

Natural Resources/Agriculture
- Farm worker
- Nursery assistant

Career Paths and Achievements/Awards/ Certificates

Arts and Communications
- Award in writing contest
- Participation in award-winning marching band
- Years of dance lessons

Business, Management, and Technology
- Award for Future Business Leaders Of America (FBLA) or Distributive Education Clubs of America (DECA)
- Participation in state math contest
- Writing computer program to maintain household accounts

Health Services
- Completing Red Cross first aid training
- Volunteer of the Year at a nursing home

Human Services
- Cooking contest winner
- Organizing canned food drive at school

Industrial and Engineering Technology
- Maintaining home electronics system better than anyone else in the family
- Mastery of computer-aided design software package
- Winner of model airplane building contest

Natural Resources/Agriculture
- Award for swimming or diving
- 4-H contests/awards
- Prize at state fair for produce or livestock

Career Paths and Special Interests/Talents/Hobbies

Arts and Communications
- Making crafts
- Drawing
- Playing a musical instrument
- Taking photos
- Writing stories

Business, Management, and Technology
- Balancing a checkbook
- Following the stock market
- Holding an office in a club
- Shopping for comparison
- Surfing the Internet

Health Services
- Learning first aid
- Reading about science and medicine
- Taking care of animals
- Volunteering at a hospital

Human Services
- Helping friends with family problems
- Reading
- Serving food at a soup kitchen or shelter
- Storytelling
- Travelling
- Tutoring young children

Industrial and Engineering Technology
- Fixing things
- Painting the house
- Repairing cars
- Wiring electrical circuits
- Woodworking

Natural Resources/Agriculture
- Fishing or hunting
- Gardening
- Mowing the lawn
- Protecting the environment

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Career Paths and Clubs or Organizations

Arts and Communications
- Band
- Drama club
- Speech and Debate team

Business, Management, and Technology
- Computer Club
- Distributive Education Clubs of America
- Future Business Leaders of America
- Math Club

Health Services
- Future Doctors of America
- Heath Occupations Students of America

Human Services
- Peer Counselling
- Religious organizations
- Young Democrats/Republicans

Industrial and Engineering Technology
- Engineering club
- Vocational Industrial Clubs of America

Natural Resources/Agriculture
- Astronomy Club
- FFA
- 4-H
- Weather Club

Career Paths and Personality Traits Word List

Arts and Communications
- Creative
- Dramatic
- Innovative

Business, Management, and Technology
- Cautious
- Confident
- Organized
- Precise

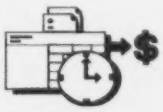
Health Services
- Conscientious
- Patient
- Responsible

Human Services
- Friendly
- Helpful
- Outgoing
- Understanding

Industrial and Engineering Technology
- Accurate
- Analytical
- Practical

Natural Resources/Agriculture
- Adventurous
- Courageous
- Independent
- Observant

Career Classification System Relationships

Career Paths	ACT™ World-of-Work IDEAS	PEOPLE	DATA	THINGS	CHOICES™ Career Areas	Holland™ Types
 Arts & Communications	10 Q, R	11 S			WTG 01.01 Literary Arts WTG 01.02 Visual Arts WTG 01.03 Performing Arts: Drama WTG 01.04 Performing Arts: Music WTG 01.05 Performing Arts: Dance WTG 01.06 Technical Arts WTG 01.07 Amusement WTG 01.08 Modeling WTG 11.08 Communications	Artistic "Creators"
 **Business, Management, & Technology**		2 A	3 B, C	4 D, E	5 F	WTG 07.01 Administrative Detail WTG 07.02 Mathematical Detail WTG 07.03 Financial Detail WTG 07.04 Informational Processing: Speaking WTG 07.05 Informational Processing: Records WTG 07.06 Clerical, Machine Operation WTG 08.01 Sales Technology WTG 08.02 General Sales WTG 08.03 Vending WTG 11.01 Mathematics and Statistics WTG 11.03 Social Research WTG 11.05 Business Administration WTG 11.06 Finance WTG 11.07 Services Administration WTG 11.09 Promotion WTG 11.10 Regulation Enforcement WTG 11.11 Business Management WTG 11.12 Contracts and Claims	Enterprising "Persuaders" Conventional "Organizers"
 Health Services				8 12 N T	WTG 10.02 Nursing and Therapy Services WTG 10.03 Child and Adult Care WTG 02.03 Medical Sciences	Investigative "Thinkers" Social "Helpers"
 Human Services	10 P	1 U, V	2 W		WTG 04.01 Safety and Law Enforcement WTG 04.02 Security Services WTG 09.01 Hospitality Services WTG 09.02 Barbering and Beauty Services WTG 09.03 Passenger Services WTG 09.04 Customer Services WTG 09.05 Attendant Services WTG 10.01 Social Services WTG 11.02 Educational and Library Services WTG 11.04 Law	Social "Helpers" Conventional "Organizers"

Career Classification System Relationships - Continued

Career Paths	ACT™ World-of-Work IDEAS	PEOPLE	DATA	THINGS	CHOICES™ Career Areas	Holland™ Types
Industrial & Engineering Technology				6 7 G, H J, K 8 L, M	WTG 05.01 Engineering WTG 05.02 Managerial Work: Mechanical WTG 05.03 Engineering Technology WTG 05.04 Air and Water Vehicle Operation WTG 05.05 Craft Technology WTG 05.06 Systems Operation WTG 05.07 Quality Control WTG 05.08 Land Vehicle Operation WTG 05.09 Materials Control WTG 05.10 Skilled Hand and Machine Work WTG 05.11 Equipment Operation WTG 05.12 Elemental Work: Mechanical WTG 06.01 Production Technology WTG 06.02 Production Work WTG 06.03 Production Control WTG 06.04 Elemental Work: Industrial	Realistic "Doers"
Natural Resources/ Agriculture	9 O			6 I	WTG 02.01 Physical Sciences WTG 02.02 Life Sciences WTG 02.04 Laboratory Technology WTG 03.01 Managerial Work: Nature WTG 03.02 General Supervision: Nature WTG 03.03 Animal Training and Care WTG 03.04 Elemental Work: Nature	Realistic "Doers" Investigative "Thinkers"

ACT™ Job Families

A. Marketing and Sales
B. Management and Planning
C. Records and Communications
D. Financial Transactions
E. Distribution and Dispatching
F. Business Machine/Computer Operation
G. Transportation Technologies
H. Crafts and Industrial Technologies
I. Agriculture and Natural Resources
J. Crafts and Related Services
K. Home/Business Equipment Repair
L. Industrial Equipment Operation/Repair
M. Engineering and Related Technologies
N. Medical Specialties and Technologies
O. Natural Sciences and Mathematics
P. Social Sciences
Q. Applied Arts (Visual)
R. Creative/Performing Arts
S. Applied Arts (Written and Spoken)
T. General Health Care
U. Education and Related Services
V. Social and Government Services
W. Personal/Customer Services

Interview Questions

1. What is your job title?

2. What are your main responsibilities or duties?

3. Where do you spend most of your time? (inside, outside, in front of a computer, on the telephone)

4. What tools do you use in your work? (office equipment, books, construction or repair tools, vehicles, farm equipment)

5. How much do you work with people (coworkers, clients, patients) at your job?

6. What personal qualities are important in your work?

7. What types of training and education do you need to do this job?

8. Where did you get your training and education?

9. What types of continuing education do you do?

10. How long have you been doing this job?

11. What do you like best about your job?

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12. What do you like least about your job?

13. What do you like to do when you aren't working?

14. Which courses should I take if I want to do this job?

15. What advice do you have for someone who might want to do your job?

Career Paths Exploration Journal

List the career path to explore in this box:

Write about your experiences in this path:

Now, write why you liked or disliked the experiences.

Suggested Career Paths Exploration Experiences

Arts and Communications

- Design and create posters for an upcoming school event (job fair, back-to-school night, parent-teacher association meeting). Post them throughout the school.
- Watch a video or read a book about creating floral arrangements. Using artificial or real flowers, create an arrangement for the dining room table.
- Using graph paper, draw a scale outline of a room in your home. Draw in furniture to scale. Select photos of furnishings (curtains, fabric coverings, carpet, pictures and other wall decorations, etc.) from catalogs, paying attention to color scheme, style, etc.

Business, Management, and Technology

- Create a "bank account" by recording how much money you have on hand at the start of a month. Keep track of all purchases and all additional money received for a month. At the end of the month, balance the amount of money you have against the amount recorded on paper. Account for any discrepancies between the two amounts.
- Make a weekly budget and follow it for two weeks, keeping track of all money you spend. At the end of the two weeks, see if you followed the budget. For each item that you bought not on your budget, decide: 1) if it was a necessary item or a luxury; 2) if spending money on this item kept you from buying something else; and 3) if this is an item that needs to be added to your weekly budget.
- Collect information from the class about some feature they all have (height, shoe size, number of books read last month). Design a chart or graph that displays the information.

Health Services

- Take a course in first aid/CPR.
- Volunteer to feed and water animals, walk dogs, etc. at a local animal shelter.
- Develop an exercise and nutrition plan and maintain it for at least two weeks. The plan should include a schedule of exercise and sample menus.

Human Services

- Arrange to teach younger students for a class period. Prepare the lesson to be taught beforehand (with the help of the younger students' teacher), present the lesson, take questions from the class, give a homework assignment, and correct the assignment.
- Plan a menu and prepare a meal based on the menu.
- Using newspapers, the library, the Internet, and other sources, research a court case involving the rights of minors. Look for main points raised by both sides, decision reached by the court, appeals.

Industrial and Engineering Technology

- Visit the printing plant of a local newspaper and research how the newspaper is printed (type of press, type and weight of paper used, type and color of inks available, etc.)
- Draw a timeline that illustrates major accomplishments in the United States' aerospace program over the past 40 years.
- Diagram or build a model of an electronic circuit.

Natural Resources/Agriculture

- Plant a window garden and care for it.
- Visit a working farm or nursery.
- Identify constellations with the help of a star map, either at home or at a planetarium.

My Career Paths Exploration Experiences Plan

Arts and Communications

	Experience	Length of Time to Complete	Date Started	Date Completed	Teacher's Initials
1.					
2.					
3.					

Business, Management, & Technology

	Experience	Length of Time to Complete	Date Started	Date Completed	Teacher's Initials
1.					
2.					
3.					

Health Services

	Experience	Length of Time to Complete	Date Started	Date Completed	Teacher's Initials
1.					
2.					
3.					

Human Services

	Experience	Length of Time to Complete	Date Started	Date Completed	Teacher's Initials
1.					
2.					
3.					

Industrial & Engineering Technology

	Experience	Length of Time to Complete	Date Started	Date Completed	Teacher's Initials
1.					
2.					
3.					

Natural Resources/Agriculture

	Experience	Length of Time to Complete	Date Started	Date Completed	Teacher's Initials
1.					
2.					
3.					

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Connections Between High School Courses and Careers

Courses you select in high school will affect what you can do after high school. Look at the charts below and think about the connection between school and work. Many courses are needed for daily living activities even though they are not directly related to a career.

Math at Various Levels is Important in a Wide Range of Jobs

Advanced levels of math theory are required for these jobs (only a few examples):

- Actuaries
- Agricultural and Food Scientists
- Architects
- Biological Scientists
- Chemists
- Computer System Analysts
- Economists (theoreticians)
- Engineers
- Foresters and Conservation Scientists
- Geologists, Geophysicists, and Oceanographers
- Mathematicians
- Mathematics Teachers (secondary school/college)
- Operations Research Analysts
- Physicists and Astronomers
- Statisticians

Applied math skills are required for these jobs (only a few examples):

- Accountants and Auditors
- Aircraft Pilots/Flight Engineers
- Air Traffic Controllers
- Computer Programmers
- Cost Estimators
- Dentists
- Drafters
- Economists (applied)
- Electrical and Electronic Technicians
- Engineering Technicians
- Financial Managers
- Insurance Sales Workers
- Landscape Architects
- Management Analysts and Consultants
- Optometrists
- Pharmacists
- Physical and Life Science Technologists/Technicians
- Physicians
- Psychologists
- Real Estate Agents and Brokers
- Securities and Financial Services Sales Workers
- Sociologists
- Surveyors
- Tax Examiners, Collectors, and Revenue Agents
- Underwriters
- Urban and Regional Planners
- Veterinarians

Applied Technical and Industrial Education math skills are required for these jobs (only a few examples):

- Automobile Mechanics
- Bricklayers and Stonemasons
- Broadcast Technicians
- Carpenters
- Construction Inspectors
- Electrical and Electronic Equipment Repairers
- Electricians
- Industrial Machinery Mechanics
- Inspectors, Tester, and Graders
- Jewelers
- Layout Workers
- Machinists
- Mechanics and Installers
- Metalworking and Plastic-working Machine Operators
- Millwrights
- Numerical Control Machine Tool Operators
- Ophthalmic Laboratory Technicians
- Plumbers, Pipefitters, and Steamfitters
- Precision Instrument Repairers
- Sheet Metal Workers
- Shipfitters
- Structural Metal Workers
- Surveying/Mapping Technicians
- Tool-and-Die Makers
- Welders and Cutters

Practical math skills are required for these jobs (only a few examples):

- Bank Tellers
- Billing, Cost, and Rate Clerks
- Bookkeepers and Accounting and Auditing Clerks
- Brokerage Clerks
- Cashiers
- Counter and Rental Clerks
- Insurance Claims and Policy Processing Clerks
- Loan and Credit Clerks
- Mail Carriers
- New Accounts Clerks, Banking Order Clerks
- Payroll and Timekeeping Clerks
- Reservation and Transportation Ticket Agents and Travel Clerks
- Sales Counter Clerks
- Statement Clerks
- Statistical Clerks
- Stock and Inventory Clerks
- Traffic, Shipping and Receiving Clerks
- Weighers, Measurers, and Checkers

Social Studies is Important in a Wide Range of Jobs

Many jobs require you to understand how social groups and cultures work. Workers in the social sciences usually specialize in one of these social studies areas: anthropology, economics, geography, history, political science, psychology, and sociology. Most jobs in the social sciences require a bachelor's degree. Jobs that require social studies knowledge are:

- Accountants
- Advertising Agents
- Anthropologists
- Arbitrators
- Archaeologists
- Archivists
- Biographers
- Career Planning Counselors
- Clergy
- Climatologists
- Community Organizers
- Community Planning Specialists
- Curators
- Demographers
- Economists
- Ethnologists
- Family Relations Specialists
- Foreign Service Officers
- Genealogists
- Geographers
- Health Policy Planners
- Historians
- Hospital Administrators
- Industrial Managers
- Land Use Technicians
- Lawyers
- Librarians
- Market Research Analysts
- Parole Officers
- Political Scientists
- Psychiatric Nurses
- Psychiatric Social Workers
- Psychiatrists
- Psychologists
- Public Administrators
- Public Relations Specialists
- Publicity Writers
- Purchasing Agents
- Real Estate Agents/Brokers
- Recreation Therapists
- Rehabilitation Counselors
- Reporters and Correspondents
- Research Analysts
- Resource Management Specialists
- School Counselors
- Securities and Financial Services Salespersons
- Social Workers
- Sociologists
- Stockbrokers
- Teachers, all grade levels
- Underwriters
- Urban Planners

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English at Various Levels is Important in a Wide Range of Jobs

Advanced writing and speaking skills are required for these jobs (only a few examples):

Announcers
Architects
Clergy
Computer Programmers
Computer Systems Analysts
Counselors (all fields)
Curators and Archivists
Educational Administrators
Judges
Lawyers
Librarians
Management Analysts and Consultants
Newscasters
Producers, Directors, Actors and Entertainers
Proofreaders
Public Relations Specialists
Reporters and Correspondents
Research Workers
Social Workers
Sociologists
Speech Pathologists
Teachers (all levels)
Technical Writers
Translators and Interpreters
Urban and Regional Planners
Writers and Editors

Applied writing and speaking skills are required for these jobs (only a few examples):

Agricultural Scientists
Clerical Supervisors
Compositors and Typesetters
Computer Service Technicians
Court Reporters
Dentists
Employment Interviewers
Engineers (all fields)
Flight Attendants
Food Service Managers
Funeral Directors
Geologists and Geophysicists
Hotel/Motel Managers and Assistants
Insurance Agents
Legal Assistants
Medical Assistants
Medical Records Technicians
Optometrists
Physicians
Salespeople (all fields)
Teacher Aides
Travel Agents

Practical writing and speaking skills are required for these jobs (only a few examples):

Bellhop/Bell Captain
Blue Collar Workers and Supervisors
Counter and Rental Clerks
Dental Hygienists
Food and Beverage Service Workers
Home Health Aides
Information Clerks
Optometric Assistants
Police Officers
Postal Clerks
Receptionists
Secretaries
Social Service Aides

Science at Various Levels is Important in a Wide Range of Jobs

Advanced levels of science skills are required for these jobs (only a few examples):

Agricultural and Food Scientists
Architects, including Landscape Architects
Biological Scientists
Chemists
Chiropractors
Curators, Archivists, Museum Technicians, and Restorers
Dentists
Dietitians and Nutritionists
Engineers (all specialties)
Farm and Home Management Advisors
Foresters and Conservation Scientists
Geologists, Geophysicists, and Oceanographers
Medical and Clinical Laboratory Technologists
Meteorologists
Occupational Therapists
Optometrists
Pharmacists
Physical Therapists
Physician Assistants
Physicians
Podiatrists
Recreational Therapists
Registered Nurses
Respiratory Therapists
Speech Pathologists and Audiologists
Teachers, secondary and college (sciences)
Veterinarians and Veterinary Inspectors

Applied science skills are required for these jobs (only a few examples):

Aircraft Pilots and Flight Engineers
Broadcast Technicians
Dental Hygienists
Dental Laboratory Technicians
Dietetic Technicians
Electrocardiograph Technicians
Electroencephalographic Technicians
Emergency Medical Technicians
Engineering Technicians (all specialties)
Licensed Practical Nurses
Medical and Clinical Laboratory Technicians
Medical Records Technicians
Nuclear Medicine Technologists
Occupational Therapy Assistants
Opticians, Dispensing and Measuring
Physical and Correctional Therapy Assistants
Physical and Life Science Technicians
Radiologic Technicians
Radio Operators
Ship Engineers
Surgical Technicians
Surveyors

Practical science skills are required for these jobs (only a few examples):

Animal Caretakers
Bakers, Manufacturing
Butchers and Meatcutters
Chemical Equipment Controllers
Chemical Plant Operators
Cooks, except short order
Cosmetologists
Dental Assistants
Electrobiomedical Equipment Repairers
Electricians
Farmers, Farm Operators, and Managers
Firefighters
Foundry Mould and Core Makers
Gardeners and Groundskeepers
Jewelers
Lithography and Photo Engraving Workers
Machinists
Mechanics, Installers, and Repairers
Millwrights
Nursing Aides, Orderlies, and Attendants
Occupational Therapy Assistants
Pest Controllers and Assistants
Petroleum Refinery and Control Panel Operators
Pharmacy Assistants
Photographic Process Workers
Physical and Correctional Therapy Assistants
Plumbers, Pipefitters, and Steamfitters
Precision Instrument Repairers
Printing Press Operators
Riggers
Tool-and-Die Makers
Water and Waste Treatment Plant Operators
Welders and Cutters

Source: Career Choices User's Guide, North Carolina Occupational Information Coordinating Committee

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Plan of Action

THIS CAREER PATH IS: _____

Courses for next year:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Extracurricular activities I will participate in:

_____

_____

_____

_____

Workplace experiences (including volunteering) I'd like to try:

_____

_____

_____

_____

_____

Research activities or projects I can do in my classes:

_____

_____

_____

_____

_____

Options for Education and Training

Occupation: _____

Options for training and education that are available: (Check all that apply)

Work

_____ On-the-Job Training
_____ Apprenticeship

Schools and Programs

_____ Vocational and Technical Schools
_____ Community/Junior Colleges
_____ Colleges/Universities
_____ Job Corps

Military

_____ Skill Training
_____ Financial Assistance with College or Technical School

For at least one of the options you've checked, talk to a person who can help you answer these questions:

- What is the name of at least one facility where this option is available (community college, local union, military base)?

_____
_____
_____
_____
_____
_____
_____

- What are the entrance requirements for this facility or program?

_____
_____
_____
_____
_____
_____
_____

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Letters

Letters

Introduction Letter:

TO: My Family Members
FROM: Me, Your Student
SUBJECT: My Future Career Path

Dear Family:

I've started my "Exploring Career Paths" booklet. Exploring career paths will help me find out about the world of work and begin to make smart choices for further career exploration. This booklet is going to help me learn more about myself and about career paths. I'm going to make some plans to investigate the path that really interests me. The good news is, I don't have to pick a career for the rest of my life - I just get to explore all of my choices.

Here's how you can be involved:

1. Help me identify my interests, abilities, and talents by telling me what **you** think I really do well.
2. Share information about careers and your work experiences. What kinds of jobs have you had? What did you like best about them?
3. Help me talk to people you know about careers that interest me. You'll be surprised how many different types of jobs your friends have if you stop and think about it!
4. Talk to me about my career paths progress! Ask me what I like or don't like about each career path or occupation I explore. You can help me make some initial career paths choices and plans.

Thanks very much for your help!

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Step 1 Letter:

To: My Family
From: Me, Your Student
Subject: Step One Of My Career Paths Exploration Process

Today I got to know myself a little better. I completed an exercise that asked me to think about my interests, abilities, and talents. Once I completed this exercise, I matched my interests up with the six career paths we've been discussing. I can show you the worksheet that helped me do the matching. Can you guess which three career paths I matched up with the best?

Here's how you can help me complete my work on this step:

1. Tell me what you think my strengths are. I may have missed some things that you see in me. What are they?
2. Discuss my three career paths choices with me. Ask what I think might be interesting about these paths, what I think might be challenging for me if I worked in these paths, and why I wasn't as interested in the three paths I didn't pick.

My next step is to find out more about lots of different careers. I'll keep you posted about my progress. Thanks for your help!

Note From Instructor:

Dear Family Members:

Your help in your student's career paths exploration process is invaluable. Please feel free to call me or send a note about any ideas that you think may help with this process!

Step 2 Letter:

To: My Family
From: Me, Your Student
Subject: Step Two Of My Career Paths Exploration Process

Since the last letter I gave you, I've been working to find out more about occupations. After I thought briefly about lots of different occupations, I picked 12 occupations, at least one from each career path, and looked up information about them like main duties/responsibilities, education required, salary range, and special work conditions. I decided what I liked and didn't like about each of them.

Based on my research, I picked three career paths that I want to explore further right now. They may or may not be same ones I picked earlier, and that's fine either way. Remember, I'm exploring and learning new things about the career paths and myself all the time, so it's entirely possible I might change my mind! Do you think I picked the same ones I picked earlier? Ask me!

Here's how you can help me complete my work on this step:

1. Ask me about the most interesting thing I learned from my research, and about the thing I learned from my research that surprised me the most.

2. Talk to me about which occupations I liked best. What might they have in common?

3. Encourage me to do some further research into the occupations I liked the most. Plan a trip to the library with me to research those occupations, or see if you know someone who works in one of those occupations (or a similar one) that I can talk to. If you see anything on television, in a newspaper or magazine, or somewhere else about one of these occupations, please share it with me.

My next step is to have a personal experience in each of the six career paths. I'll be keeping a journal of these experiences and what I liked or didn't like about each of them. Some of the experiences may be things I'll want to do at home. I'll share my results with you once I complete the step. Thanks again for your help!

Note From Instructor:
Dear Family Members:

Please let me know if you would like to help plan and arrange some of the personal experiences the students will be doing in the next step of our exploration process. If you would be willing to arrange for students to visit your place of work, do a demonstration for the class related to your occupation, talk to an individual student who is interested in your occupation, etc., I would love to hear from you!

Step 3 Letter:

To: My Family
From: Me, Your Student
Subject: Step Three Of My Career Paths Exploration Process

As you probably know, I've really done a lot since the last memo you received about my career paths exploration process! I've had at least one personal experience in each of the six career paths. These experiences have helped me find out more about which types of work might be involved in occupations found in each career path. I wrote about what I did in each experience, and also what I liked or didn't like about it. Ask me which ones I liked best and why. I can also tell you which ones I didn't like!

Based on my experiences, I picked three career paths that I want to know more about, just like I did at the end of the first two steps in this exploration process. Do you think I picked the same three this time that I picked last time?

Here's how you can help me complete my work on this step:

1. Talk with me about my experiences. You may be surprised at all of the different things I've been doing! Tell me about similar experiences you may have had, and why you did or didn't like them.
2. Ask me what I've learned about myself through these experiences - even the ones I didn't really enjoy.
3. Discuss with me my choices for career paths that I want to explore further. What do you think?

My next step won't take quite as long as this one did. I'm going to put together everything I've done with career paths up to this point, then decide which paths I'm most interested in right now. I'll let you know what I decide! Thanks for helping me!

Note From Instructor:
Dear Family Members:

Your student has had many chances to explore career paths during this step of our exploration process, but the opportunities for more exploration are limitless! You can play a big role in helping your student continue to explore, just by sharing information, discussing your work and your hobbies, and spending time trying new activities together. Thanks for your help so far!

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Step 4 Letter:

To: My Family
From: Me, Your Student
Subject: Step Four Of My Career Paths Exploration Process

Today, after all of my career paths research, I finally selected one career path that I want to research more. I can plan my school courses and extracurricular activities around this path and have experiences to help me learn more about this path over the next few years.

I also picked an alternative path, in case I change my mind as I continue to learn. Even though I've made some choices, I'm still free to change my mind and pursue another path at any point.

Here's how you can help me complete my work on this step:

1. Ask me about my choices. Are you surprised by them, or are they what you expected?
2. Let me explain why I think these choices are the best ones for me.
3. Celebrate with me! I've done lots of work exploring career paths, and today I've made some career paths choices. I deserve a pat on the back!

My next step is to begin making some plans based on my career paths choice. I'll have a chance to think about future courses and activities, and to dream a little about what the future might hold for me. I'll be sharing the results with you soon. I really appreciate your support!

Note From Instructor:
Dear Family Members:

We've reached an important point in our career paths exploration process, and your student has made some initial decisions about which paths she or he may be interested in learning more about. Your help and support have been critical - thanks!

Step 5 Letter:

To: My Family
From: Me, Your Student
Subject: Step Five Of My Career Paths Exploration Process

Today I completed my "Exploring Career Paths" booklet — but that doesn't mean I'm done exploring career paths! In fact, that's what this step was all about — making plans for future career paths exploration. During this step of my booklet, I made a "Plan of Action" to help me think about some courses, extracurricular activities, workplace experiences, and research activities I may want to take part in over the next several years. I also made a "career paths wave" where I looked at occupations in my career path that I could do with different levels of education. Finally, I thought a little bit about all of the options (work, school and programs, military) that I might want to use to get the training and education I'll need.

Here's how you can help me complete my work on this step:

1. Ask me about my plans regarding my career path. Can you think of other courses and activities that I might want to include over the next few years?
2. Ride the career paths wave with me! See what occupations I might consider at each education level. Can you think of others?
3. Talk with me about which options for further education I'm considering. Tell me about your experiences with training and education you've received at work, in school and programs, and/or in the military.

I've completed my exploration of career paths for now, but I'll be exploring occupations for a long time to come - probably for the rest of my life. I appreciate your support during my exploration process, and I'll continue to ask for your help and guidance with career choices as I grow and change. I'm really just beginning!

Note from Instructor:
Dear Family Members:

At this point, your student has started planning for the future. As always, you are an important influence on your student. Please continue to share your thoughts, feelings, and ideas with him or her throughout the years ahead. Thanks very much for all you've done to make our career paths exploration process a success!

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Implementation

Establishing A Career Paths Implementation Committee

Career paths are perhaps best implemented at a school or district level, allowing communication between all counselors and teachers who may be including some aspects of career paths exploration in their curricula. It may be worthwhile to establish a Career Paths Implementation Committee including administrators, counselors, teachers, parents, students, and other interested members of the community. This committee could be responsible for:

1. Identifying how career paths can benefit students and school(s).
2. Developing a career paths philosophy for the district or school.
3. Defining a specific plan for implementing career paths.
4. Gathering support for career paths from as many sources as possible.
5. Presenting information about the career paths concept, the career paths philosophy, and the implementation plan to interested parties (e.g., school personnel, school board members, students, parents, community groups).
6. Ensuring that career paths are a visible part of the school or district through displays and events.

Additional suggestions for each of these responsibilities follow. All materials should be modified as the implementation committee see fits. The implementation committee should also add to or modify the above responsibilities list to fit the needs of their particular school or district.

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I. Identifying how career paths can benefit students and school(s).

Benefits of Adopting Career Paths

1. Career paths provide a plan for ALL students, regardless of their interests, abilities, talents, or desired levels of education. All career paths have equal dignity, so all students can prepare for meaningful future work.

2. Exploring career paths allows students to learn about a wide variety of occupations. By focusing on paths, rather than on specific occupations, students have the freedom to incorporate new experiences into their future plans, and to take advantage of changes in the world of work.

3. Students who select career paths for further exploration can plan their courses and extra curricular activities around those paths. This focus may help students see a relevance to their courses and activities; they know that what they are learning is important to their future work. Further, focus on a career path may encourage a student to take advantage of school programs (i.e., vocational education courses, tech prep programs, advanced placement courses) related to that path.

4. Adopting career paths provides counselors, teachers, students, parents, and other interested adults with a common language to use when they discuss careers.

5. Career paths can be adopted in ANY size school or school system. Costs can be kept to a minimum by modifying existing activities so that they have a career paths focus.

2. Developing a career paths philosophy for the district or school.

Career Paths Philosophy

A career decision should always start with knowledge of self, including identification of one's interests, abilities, and talents. Students also need to be aware of the multitude of career possibilities available to them. The more career experiences they have, the better equipped they will be to make plans for the future.

One way for students to become more familiar with career possibilities and to organize their career experiences is to explore career paths. The career paths model for organizing occupations, originally developed by the state of Oregon, groups occupations based on the interests and strengths of the people who work in those occupations. The six paths most commonly used are arts and communications; business, management, and technology; health services; human services; industrial and engineering technology; and natural resources/agriculture.

No one career path is more important than any other; all career paths are represented throughout the entire community, and they are all important to the community. In addition, each career path contains a variety of occupations that require different levels of education and training. Thus, all students can use career paths to plan for meaningful future work, regardless of their desired levels of education.

When students explore career paths, emphasis should always be on a career path or field of occupations, NOT on a specific occupation. Focusing on a single occupation may narrow a student's focus prematurely, before she or he has had a chance to have enough real-world experiences to make such a decision. Furthermore, the world of work is changing rapidly, with some occupations becoming obsolete and new occupations emerging constantly. Students who focus on one occupation are not prepared to cope with these changes.

When students select a career path to focus their future exploration and planning around, they are not making a lifelong commitment. As students take different courses and learn more about themselves and careers, they will probably change career paths. Students who understand the career paths concept will be aware that there are a variety of other possibilities open to them if the first path they choose no longer fits them. If different career paths become more interesting, students can reevaluate plans, make appropriate decisions, and pursue other paths.

Career paths work best when they are implemented as a part of an overall plan to help students prepare for future work. Existing programs and systems should be examined to see how career paths can work ***with*** them. Support from counselors, administrators, teachers, adult family members, and members of the community is crucial if students are to receive full benefit from their career paths explorations.

3. Defining a specific plan for implementing career paths.

Each school or district will need to develop an implementation plan that best suits the needs of the students, faculty, students' families, and community members involved. Some issues that may need to be addressed include:

1. what information about career paths will be presented at each grade level

2. how the information will be presented (e.g., through a special career paths course or through existing courses)

3. what method will be used to insure that all those who are presenting career paths information are reinforcing each others' efforts, rather than duplicating them

4. how career paths might work with existing programs. Crosswalks to the Missouri Comprehensive Model Guidance Program and the National Career Development Guidelines have been included at each step in these materials. Schools who already have guidance programs based on either of these models can use these crosswalks to add career paths to their programs. Additional information about the Missouri Comprehensive Model Guidance Program and the National Career Development Guidelines follows.

Implementing Career Paths Through The Missouri Comprehensive Model Guidance Program

Comprehensive Model Guidance programs in Missouri schools are essential and central partners in the education process. These programs provide important benefits for all students by addressing their career, personal-social, and educational needs in relationship to the needs of society and the development of a quality work force for today and tomorrow. The programs are developmental and include sequentially organized activities and experiences that are designed to assist all students, kindergarten through twelfth grade, in acquiring competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

An important emphasis in comprehensive guidance programs in Missouri schools is the professional time and attention devoted to providing all students, kindergarten through twelfth grade, with the foundation knowledge and skills of career awareness, career exploration, and career planning. Career activities begin in kindergarten. By the time students reach the upper elementary grades, they have foundation knowledge and skills and are ready to begin the process of career education and career planning. Guidance programs in the middle/junior high school years provide students with expanded and extended career awareness and career exploration, using career paths as an organizer for guidance program competencies and activities. Continued professional attention is given to students' developing education and career plans.

Building on the activities and experiences in the elementary and middle/junior high schools, comprehensive guidance programs in high schools assist all students in becoming responsible adults and effective workers who can develop realistic and fulfilling short range and long range education and career plans that are based on clear understanding of themselves; their needs, interests, and skills; and the realities and possibilities of the worlds of work, education, and training. Education and career plans developed in the middle/junior high school are reviewed and updated regularly in high school in close collaboration with parents and in accordance with students' post-graduation and career goals. Continuous attention is given to assisting students in developing competence in decision-making, career planning, working with others, and taking responsibility for their own behavior. Local, state, and national career and labor market information is also used extensively at this level to facilitate the education and career planning process.

The "Exploring Career Paths: A Guide for Students and Their Families" booklet and this facilitator's guide are designed to assist students with their educational and occupational planning by connecting education and work through six career paths. These materials can be used in the guidance curriculum and individual planning components of a comprehensive guidance program.

To assist school counselors and teachers in implementing the guidance curriculum component, activity kits for grades kindergarten through sixth, sixth through ninth, and ninth through twelfth are also available from the Instructional Materials Laboratory. The activity kits contain a wide variety of activities that are designed to assist all students in achieving guidance competencies. These activities can be used at various points in the "Exploring Career Paths" materials. The career paths concept can be used as a framework to organize those competencies and activities that provide students

with the foundation knowledge and the planning and decision-making needed to plan the next steps of their education.

Competencies that could be used with each step of the "Exploring Career Paths" booklet are listed in the material for each step found in this guide. Activities that correspond to these competencies can be found in the activity kits mentioned above. These may be additional competencies and activities that also work well with the booklet. As they work through the booklet, counselors and teachers are encouraged to teach any competencies and use any activities that they think should be included. The complete Missouri Comprehensive Guidance Scope and Sequences charts that follow will help counselors and teachers identify additional competencies that they might want to use.

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AREA I - Career Planning and Exploration

REV.5-97	ELEMENTARY COMPETENCIES (K-3)	ELEMENTARY COMPETENCIES (4-6)	MIDDLE/JUNIOR HIGH COMPETENCIES (6-9)	HIGH SCHOOL COMPETENCIES (9-12)
Category A	EXPLORING CAREERS 1. I know about different jobs in my community. 2. I know about good work habits. 3. I know some reasons why people work. 4. I know people need to work together. 5. I know some things I like to do.	EXPLORING CAREERS 1. I know how to find out more about jobs and careers. 2. I know the importance of good work habits for school and future jobs. 3. I know some reasons why people work. 4. I know that people need to work together. 5. I know some things I like and I can do well.	EXPLORING AND PLANNING FOR CAREERS 1. I know how to explore careers in which I may be interested. 2. I understand my interests and abilities and how they help me make a career choice. 3. I understand how to prepare for careers in which I may be interested. 4. I understand the importance of making plans for the future (jobs, vocational-technical education, employment and training programs, college, and military).	PLANNING AND DEVELOPING CAREERS 1. I know how to develop a career plan. 2. I know about possible careers and the world of work. 3. I know how to explore careers in a specific area in which I am interested. 4. I know how to prepare for careers in which I am interested. 5. I have made plans beyond graduation (job opportunities, training programs, college, vocational-technical schools, financial aids, military, etc). 6. I understand my interests and abilities, and how these can help me make a career choice. 7. I know how the place where I live affects job opportunities.
Category C	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK 11. I know how to work and play with both boys and girls in an activity. 12. I know that boys and girls can do any classroom job.	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK 11. I know how to handle "kidding" from other students if I am interested in activities usually chosen by the other sex. 12. I know that I may choose any job that I like and I can do well.	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS 13. I know how to handle "kidding" from other students if I have an interest in choosing a class usually taken or a job usually filled by the other sex. 14. I know how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the other sex. 15. I know that all classes and jobs are acceptable for females and males.	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS 15. I know about jobs that are usually filled by the other sex, but are available to both sexes. 16. I can take courses appropriate to my career choice even though most often they are taken by the other sex. 17. I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the other sex. 18. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the other sex. 19. I know how to get along with members of both sexes on the job. 20. I understand how being male or female affects my career choice.
Category D				MAKING DECISIONS ABOUT COLLEGE 21. I know about various colleges and what they offer. 22. I know how to pick a college. 23. I have visited colleges. 24. I know how to choose colleges that would help prepare me for a specific career. 25. I know how to decide on a field of study. 26. I know which majors would prepare me for specific careers, and I know the future of those careers. 27. I know how to obtain scholarship and financial aid information. 28. I know how to find a place to live while attending college.
Category L				PLANNING HIGH SCHOOL CLASSES 72. I know the requirements for high school graduation. 73. I know how to select courses that will help me meet my career goals. 74. I know how to select courses that fit both my needs and interests. 75. I can make a plan of high school classes which will be best for me (reviewed and changed as needed).
Category N	LEARNING HOW TO USE LEISURE TIME 31. I know about different hobbies, sports, and activities that I can do during my spare time. 32. I know what I like to do for fun.	LEARNING HOW TO USE LEISURE TIME 36. I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	LEARNING HOW TO USE LEISURE TIME 48. I know about different hobbies, sports, and activities in which I could get involved. 49. I know how to find out which leisure activities are best for me. 50. I know about leisure activities I can do when I am older.	LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE 83. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports) 84. I know which leisure and recreational activities best fit my interests and needs. 85. I understand how a job affects leisure time. 86. I know how friends can affect my leisure time.

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Missouri Comprehensive Guidance Program - SCOPE AND SEQUENCE

AREA II - Knowledge of Self and Others

REV 5-97	ELEMENTARY COMPETENCIES (K-3)	ELEMENTARY COMPETENCIES (4-6)	MIDDLE/JUNIOR HIGH COMPETENCIES (6-9)	HIGH SCHOOL COMPETENCIES (9-12)
Category B	UNDERSTANDING AND ACCEPTING MYSELF 6. I understand and can identify a wide variety of feelings (happy, sad and mad). 7. I know how to express those thoughts and feelings that are important to me. 8. I know how to handle my problems or where to get help. 9. I understand my strengths and talents. 10. I understand and like myself.	UNDERSTANDING AND ACCEPTING MYSELF 6. I understand how to deal with feelings such as happiness, sadness, and anger. 7. I know how to express those thoughts and feelings that are important to me. 8. I know how to handle my problems or where to get help. 9. I understand my strengths and talents. 10. I understand and accept myself.	UNDERSTANDING AND ACCEPTING SELF 5. I understand what is important to me. 6. I have confidence in myself. 7. I can state my own ideas. 8. I understand how my thoughts and feelings affect my behavior. 9. I know how to handle my problems or where to get help. 10. I know what to do when I feel down. 11. I understand the physical, social & emotional changes of growing up. 12. I accept and like myself, both physically and mentally.	UNDERSTANDING AND ACCEPTING SELF 8. I understand what is important to me. 9. I understand, accept, and like myself. 10. I have confidence in myself. 11. I understand how my feelings affect my behavior. 12. I am able to state my own ideas. 13. I can handle personal difficulties. 14. I can deal with life when I feel down.
Category F	MAKING DECISIONS 13. I know that I can make choices. 14. I know how to come up with many possible choices to settle a problem. 15. I know how to look at my decisions and how to change poor ones. 16. I know how to accept responsibility for my decisions.	MAKING DECISIONS 13. I know what things are important to me. 14. I know how to come up with many possible solutions to a problem. 15. I know how to set goals and make plans. 16. I know how to make good decisions and act on them. 17. I know how to look at my decisions and how to change poor ones. 18. I know how to accept responsibility for my decisions.	MAKING DECISIONS 21. I know how to identify the real problem when I'm worried or upset. 22. I know how to come up with many possible solutions to a problem. 23. I know what is important to me so I can set goals. 24. I know how to make good decisions. 25. I know how to evaluate my decisions and change poor ones. 26. I know how to accept responsibility for my decisions.	**Refer to Area III, Category F** *Making decisions is included in Area II as it relates to educational and vocational development.
Category H	UNDERSTANDING AND GETTING ALONG WITH OTHERS 17. I know how to make and keep friends. 18. I understand that all people are not alike. 19. I know how to get along with both boys and girls. 20. I know how to ask parents, teachers and other adults for help without tattling.	UNDERSTANDING AND GETTING ALONG WITH OTHERS 19. I know how to be a good friend. 20. I understand my friends and classmates. 21. I know how to get along with both boys and girls. 22. I understand people who are different from me. 23. I know how to ask parents, teachers and other adults for help.	UNDERSTANDING AND GETTING ALONG WITH OTHERS 27. I understand my friends and classmates. 28. I know effective ways of communicating feelings and thoughts. 29. I know how to be a good friend. 30. I know how to get along with both boys and girls. 31. I respect other people even though they may be different. 32. I can talk to someone when I need to.	UNDERSTANDING AND GETTING ALONG WITH OTHERS 48. I can understand others. 49. I can get along with my family. 50. I know good ways of communicating feelings. 51. I can develop close and lasting friendships. 52. I can accept others as well as be accepted by them. 53. I respect other people whose views differ from mine. 54. I can talk to someone when I need help.
Category K	KNOWING HOW ALCOHOL AND OTHER DRUGS AFFECT MY FRIENDS AND ME 25. I know what alcohol and other drugs are and what they can do to people. 26. I know how to say "NO" to people who try to get me to use alcohol and other drugs. 27. I know how to deal with the consequences of saying "NO" to my friends. 28. I know who to talk to when I need help.	KNOWING HOW ALCOHOL AND OTHER DRUGS AFFECT MY FRIENDS AND ME 30. I know what alcohol and other drugs do to a person's body and mind. 31. I know how to say "NO" to people who try to get me to use alcohol and other drugs. 32. I know where to get help for myself or a friend who has a problem with alcohol and other drugs.	KNOWING HOW ALCOHOL AND OTHER DRUGS AFFECT MY FRIENDS AND ME 39. I know what alcohol and other drugs do to my body and my mind. 40. I know what the school, police and courts do to students who use alcohol and other drugs. 41. I know how to help a friend who has a problem with alcohol and other drugs. 42. I know where to get help for myself or a friend who has a problem with alcohol or other drugs. 43. I know how to say "NO" when friends or other people try to get me to use alcohol or other drugs. 44. I know how the use of alcohol or other drugs may affect my relationships with others.	KNOWING HOW ALCOHOL AND OTHER DRUGS AFFECT MY FRIENDS AND ME 67. I know the physical and mental effects of alcohol and other drugs. 68. I know the penalties of alcohol and other drug use. 69. I know how to help a friend who has a problem with alcohol or other drugs. 70. I know where to find help for alcohol or other drug problems. 71. I can handle pressure from my friends related to the use of alcohol or other drugs.
Category P	LEARNING ABOUT FAMILY RESPONSIBILITIES 36. I know how to get along with my parents, stepparents or guardians. 37. I know how to get along with my brother, sister, stepbrother, or stepsister. 38. I know some things that cause problems in families (moving, divorce, death or unemployment). 39. I know how to find help when my family has problems. 40. I know how to help with family responsibilities.	LEARNING ABOUT FAMILY RESPONSIBILITIES 40. I know how to get along with my parents, stepparents or guardians. 41. I know how to get along with my brother, sister, or stepbrother, stepsister. 42. I know some things that cause problems in families such as moving, divorce, death or unemployment. 43. I know how to find help when my family has problems. 44. I know how to help with family responsibilities.	LEARNING ABOUT FAMILY RESPONSIBILITIES 58. I know how to get along with my parents, stepparents or guardians. 59. I know how to get along with my brother, sister, stepbrother or stepsister. 60. I know how to help with family responsibilities. 61. I know some things that cause problems in families (moving, divorce, death or unemployment). 62. I know how to find help when my family has problems.	LEARNING ABOUT MARRIAGE & FAMILY RESPONSIBILITIES* 93. I know important things to consider when choosing a partner. 94. I know about things that often cause difficulties in a marriage. 95. I know some things that make a marriage work. 96. I know how children affect a marriage. 97. I know about the kinds of decisions and difficulties I will face as a parent. 98. I know about the causes and results of divorce. *This category is generally addressed in other curricular areas and assistance may be provided by the counseling staff.

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AREA III - Educational and Vocational Development

REV 5-97	ELEMENTARY COMPETENCIES (K-3)	ELEMENTARY COMPETENCIES (4-6)	MIDDLE/JUNIOR HIGH COMPETENCIES (6-9)	HIGH SCHOOL COMPETENCIES (9-12)
Category J	IMPROVING STUDY AND BASIC LEARNING SKILLS 21. I know how to get ready for class. 22. I know how to listen. 23. I know how to ask questions. 24. I know how to start and finish my work well.	IMPROVING STUDY AND LEARNING SKILLS 24. I know how to organize my time. 25. I know how to listen and ask questions in class. 26. I know how to organize my class and homework materials. 27. I can take good notes. 28. I know how to start and finish my assignments well. 29. I know how to do my best on tests.	IMPROVING STUDY AND LEARNING SKILLS 33. I know how to organize my time. 34. I know how to listen and ask questions in class. 35. I know how to organize my class and homework materials. 36. I can take good notes. 37. I know how to start and finish my assignments well. 38. I know how to do well on tests.	IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS 61. I know how to improve my writing, reading, speaking, listening, & math skills. 62. I can complete the tasks and projects which I start. 63. I know how to improve my test-taking skills. 64. I know how to develop learning habits and skills that I can use throughout life. 65. I know how to study and how to get the most out of my study time. 66. I know how to take notes.
Category M	LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL 29. I know where to go to get help when I have a problem concerning my school. 30. I know what will be expected of me in my school.	LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL 33. I understand the challenges I may have in middle/junior high school. 34. I know where to go to get help when I have a problem concerning middle/junior high school. 35. I know what will be expected of me in middle/junior high school.	LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL 45. I understand the challenges students have in high school. 46. I know where to go for help with a problem concerning high school. 47. I know what will be expected of me in high school.	LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED 76. I know what jobs graduates found and where. 77. I know the problems graduates had in finding jobs. 78. I know their job was related to their high school training. 79. I know what problems they had on the job or in college. 80. I know which individuals or agencies helped them get into college, a job or other training beyond high school. 81. I know what college courses or training gave them trouble and why. 82. I know what advice they gave me while I'm in high school.
Category O	PLANNING FOR SCHOOL 33. I know what is expected of me in the next grade. 34. I know how to make choices at school that fit my likes and dislikes. 35. I know that all classes (math, science, reading, etc.) are important in jobs and daily living.	PLANNING FOR SCHOOL 37. I know what is expected of me in the next grade. 38. I know how to make choices at school that fit my interests and abilities. 39. I know that all classes (math, reading, science, etc.) are important in jobs and daily living.	PLANNING FOR SCHOOL AND BEYOND 51. I understand high school credits and graduation requirements. 52. I know how to select high school courses that help meet my needs, interests and career goals. 53. I know how academic skills such as math, reading, and science relate to my career goals. 54. I know how to select middle school extracurricular activities that will meet my interests and future goals. 55. I understand how completing high school will better prepare me for the job market. 56. I understand how completing high school will better prepare me to continue my education (vocational education, military, and college). 57. I know the classes offered by my area vocational-technical school.	VOCATIONAL SELECTION AND TRAINING 87. I have visited vocational-technical programs before enrollment. 88. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational-technical school or my high school. 89. I know how basic skills (math, reading, etc.) relate to vocational goals. 90. I know my strongest vocational interests, aptitudes, and abilities. 91. I have received assistance in enrolling in a vocational-technical program in which I have interests, aptitudes, and abilities. 92. I know the job opportunities available to those who complete area vocational-technical school training.
Category E			PREPARATION FOR FINDING JOBS 16. I know how to apply for a job. 17. I know what employers expect of workers. 18. I know how to look for a part-time and summer job. 19. I know what jobs are available locally. 20. I know job interview skills.	PREPARATION FOR FINDING JOBS 29. I know what employers expect of applicants and employees. 30. I can complete application forms properly. 31. I know what to do during a job interview. 32. I can develop a resume (personal information sheet for employers). 33. I know where and how to start looking for a job.
Category I				FINDING JOBS 55. I know what jobs are available locally. 56. I know how to find part-time work and summer work. 57. I know how to find a full-time job after graduation. 58. I know what jobs are available in my interest and ability areas, their locations, and requirements to obtain these jobs. 59. I know which persons and which agencies will help me find a job. 60. I know benefits, working conditions, and opportunities for job advancement.
Category F				MAKING DECISIONS 34. I know what my goals are and the value of these goals. 35. I can make decisions. 36. I can evaluate or judge decisions I have already made. 37. I can follow through on good decisions and can change poor decisions. 38. I know how to get along in a changing world. 39. I can identify the real problem when I have difficulties. 40. I can come up with many possible solutions to a problem.
Category G				LEARNING CONSUMER AND HOMEOWNER 41. I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.). 42. I know about kinds of daily expenses that I will face in life. 43. I understand credit purchases and installment buying. 44. I know how to budget, spend, and invest my money wisely. 45. I have increased my knowledge about such items as cars, stereo systems, and appliances. 46. I know and understand necessary steps to rent or buy a home. 47. I know how to use common hand tools to build or repair things. *Although this category appears on the needs survey, its purpose is data collection for building-wide planning and is addressed in other curricular areas.

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"Exploring Career Paths" and the National Career Development Guidelines

The National Career Development Guidelines are the result of a collaborative effort among the National Occupational Information Coordinating Committee (NOICC), the State Occupational Information Coordinating Committees (SOICCs), and leading career counseling and development professional organizations.

The National Career Development Guidelines provide a basis for establishing or improving career development programs within an institution's total framework. One of the components addressed in the Guidelines is the Competencies and Indicators. The competencies and indicators describe the outcomes that can be expected of individuals who have participated in career development programs and are the basis for program content. Competencies are viewed as broad goals, whereas indicators describe specific knowledge, skills, and abilities related to a person's career development.

The Guidelines competencies and indicators are organized into three major areas: self-knowledge, educational and occupational exploration, and career planning. They are further delineated by age level: elementary, middle/junior high school, high school, and adult. The competencies define general career development goals, 12 for each age level. The indicators detail specific knowledge, skills, and abilities that individuals should master at each level in order to effectively manage their own lifelong career development.

Instructors will find crosswalks to the Guidelines competencies and indicators in the "Step By Step Through The Exploring Career Paths Booklet" section of this guide. The crosswalks are located at the end of the material provided for each step of the "Exploring Career Paths" booklet.

The crosswalks show how competencies and indicators could be associated with each of the steps in the "Exploring Career Paths" booklet. Instructors should feel free to modify the crosswalks in any way that they think best suits the needs of their programs, adding or moving competencies and indicators as they see fit.

These crosswalks are the result of work by the Instructional Materials Laboratory, and no official endorsement by NOICC or any SOICC should be inferred.

The above information comes from "National Career Development Guidelines K-Adult Handbook 1996." For more information about the book, or about the National Career Development Guidelines, contact:

NOICC Training Support Center
1500 West Seventh Avenue
Stillwater, OK 74074-4364
1-800-654-4502

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4. Gathering support for career paths from as many sources as possible.

For career paths to be implemented to their full potential, as many people as possible need to support career paths implementation efforts. Here are just a few ideas for creating enthusiasm among various groups:

Counselors

- Help counselors create school-specific information handouts about career paths to use with their students. Create one handout for each path, including information like the following: minimum graduation requirements; requirements for special certificates (like college prep or tech prep); suggested sequences for core courses; school-specific electives for each career path; career path-related courses that are part of articulation agreements, or that meet college/university entrance requirements; other school-related activities (clubs, sports, organizations, etc.) for each career path.

- Make suggestions for organizing and, if possible, color coding career resource materials in the guidance center. Provide attractive career paths posters for the walls, perhaps by working with an art class.

- Put out a newsletter that includes career paths tidbits, articles about specific fast-growing careers in particular career paths, current labor market information and statistics, etc. for counselors to use as they work with career paths.

- Hold periodic "support" meetings for counselors (and teachers) working with career paths to find out what they need help with and what seems to be working well, and to swap ideas and career paths materials.

Administrators and Teachers

- Meet with administrators and teachers before career paths implementation begins to insure that they understand the career paths concept and will support the use of career paths. Show them the benefits that they can expect to see. If possible, arrange for them to meet with staff from schools where career paths are already in use, or tour a school that is using career paths as a tool for career development.

- Ask for teachers' input about which of their courses fit into each career path. Use the information to make career paths handouts (see counselor section above). In a large school, department heads may be asked to make final decisions, but input from all teachers is important.

- Become career paths resource people for teachers. Pass on articles about careers that might be appropriate for use in the classroom. Offer to present information on careers that might be relevant to a particular course. Give teachers appropriate activities that might work well with their course work. Talk with teachers about which occupations involve the skills they teach, and ask them to mention those occupations when they teach those skills. With a little support and encouragement, teachers can make career paths a small part of all courses.

Students

- Make career paths presentations at junior high/middle school orientations so that students are exposed to the career paths concept immediately.
- Keep career paths always in front of students with attractive displays and exciting events. (See display and event suggestions at the end of this guide.) If the school has a newspaper, make sure career paths are featured as often as possible.
- Start Career Paths Clubs, in which students interested in the same path can meet to discuss occupations of interest, listen to speakers who work in occupations within their career path, tour relevant businesses, etc.

Students' Families

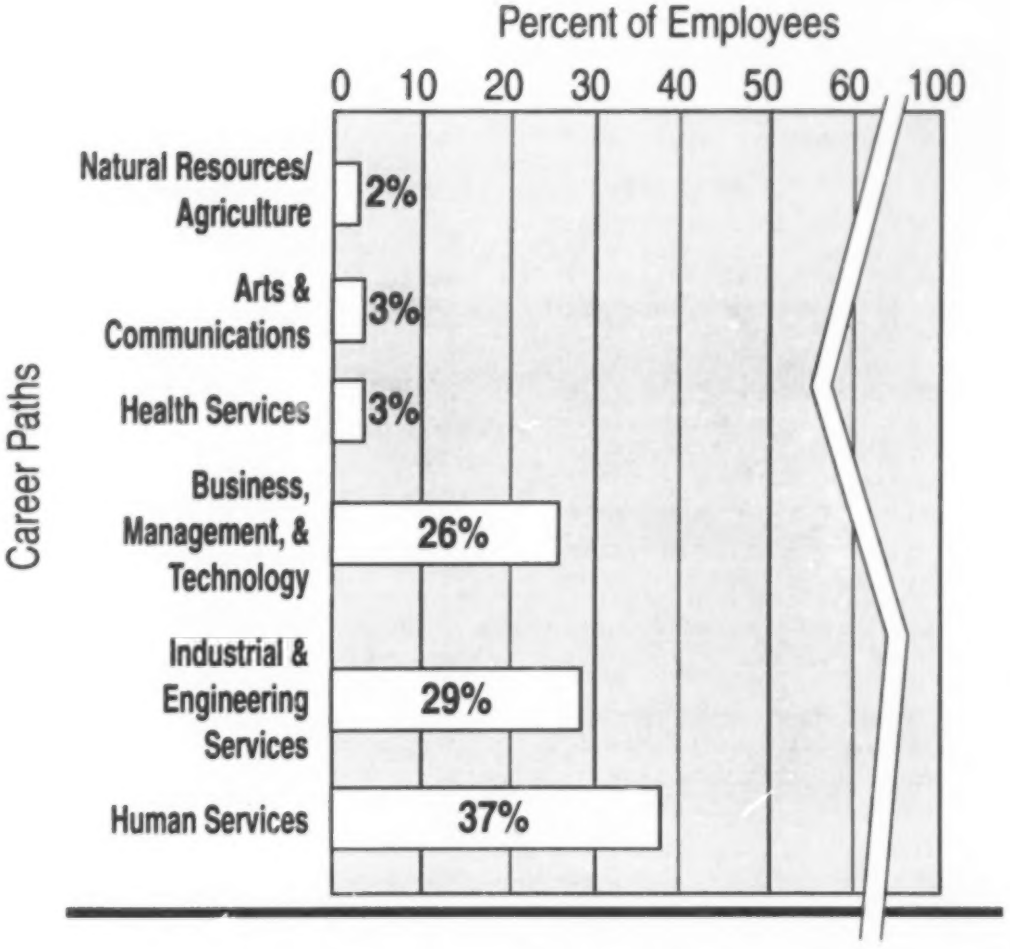
- Make every effort to involve students' families in career paths events and displays. Invite adults from students' families to speak to classes about their occupations, demonstrate their work, or display items they create.
- Keep parent/teacher associations, booster clubs, etc. aware of career paths activities. Sometimes, these groups can also be good fund-raising sources if materials are needed for a special career paths event.
- Include career paths information and news in any mailing that goes out to family members.

Community Members

- Meet with school board members to ensure their support of career paths.
- Get as much publicity for career paths as possible from local media. Invite television stations, newspapers, and radio stations to any and all career paths events, and send them periodic press releases with career paths news of interest.
- Keep a list of people in your community who are willing to share information about their occupations with students. If possible, set up mentoring relationships between students and adults who work in career paths in which students are interested.
- Ask businesses to contribute small prizes for students involved in career paths exploration programs. For example, a printing business might make a few business cards for each student to use in a portfolio. An office supply store might supply colored folders that correspond with students' career paths work. Of course, noncareer paths-related coupons, like those from food and music stores, are always welcomed by students, and they can be used to celebrate "Career Paths Success" at various points in the students' exploration process.
- Send out a career paths survey to local businesses. The survey should ask for: a list of job titles, the number of employees in each title, the name of a contact person to clarify questions about job titles, and the total number of employees. When the surveys are returned, align job titles by career paths, then use the information to make pie or bar graphs for each business, showing the career paths represented in each organization. Not all six career paths will always be represented. Use these "Career Paths Profiles" as a resource for looking up potential guest speakers, possible field trip sights, contacts for students who want to talk to a person in a particular job, etc. Provide each participating business with a copy of its profile (or with copies of all of the profiles) to increase awareness and understanding of career paths. (See sample profile on next page.)

Sample Career Path Profile of Occupations

City of Columbia, Missouri - 977 employees



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5. Presenting information about the career paths concept, the career paths philosophy, and the implementation plan to interested parties (e.g., school personnel, school board members, students, parents, community groups).

The following is a presentation about the career paths concept. It can be adapted and used with a variety of audiences. The outline for the presentation is printed below, and the pages that follow can be used as transparencies and handouts. If your school or district has developed a career paths philosophy and implementation strategy, they should be included in your presentation as well.

Key points to emphasize during a career paths presentation include the following:

1. Career paths are for all students.
2. There are many possible career choices for each person.
3. Change is a part of career exploration, and no career paths decision is ever final.
4. Emphasis is on selecting a career path or occupational field for continued exploration, not on selecting a specific occupation.

Presentation Outline: A Career Paths Overview

A. What are career paths?

- Career paths are clusters of occupations that require different levels of education and training.
- People working in a particular career path typically share interests, abilities, and talents.
- All career paths are important; we need all of them to keep our community going.

B. What are the six career paths used in this model?

- Arts and Communications
- Business, Management, and Technology
- Health Services
- Human Services
- Industrial and Engineering Technology
- Natural Resources/Agriculture

C. Who uses career paths?

- Career paths are for EVERYONE!
- By exploring career paths, all students can begin to prepare for the future, regardless of their interests, abilities, talents, or desired levels of education.

D. How do career paths help students?

- By exploring career paths, students learn about a wide variety of occupations. They can explore their choices for the future without being locked into a specific occupation.

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- Students who select career paths for further exploration can plan their courses and extra curricular activities around those paths.
- Exploring career paths helps students see how subjects like math, science, language arts, and social studies are important in lots of occupations. Seeing this connection between occupations and school work may make school seem more relevant to students.
- Adopting career paths provides counselors, teachers, students, parents, and other interested adults with a common language to use when they discuss careers.

E. What if students change their minds?

- A career paths decision is NOT a permanent commitment.
- As students have new experiences, they will learn new things about themselves, and they may want to focus on new career paths.
- Students who switch paths will have learned many things from their old paths that they can apply to their new paths.

F. What steps are involved in exploring career paths?

1. Identify interests, abilities, and talents.
2. Consider occupations in each path in relation to individual strengths.
3. Explore all six paths through individualized experiences.
4. Select a career path to learn more about - NOT a path on which to base a specific career.
5. Look at some options for exploring career paths through future courses and advanced educational opportunities.

G. How can adults help?

- Help students identify interests, abilities, and talents.
- Share information about occupations and work experiences.
- Arrange for students to talk to people about their occupations.
- Talk to students as they explore career paths. Keep up with what they are doing, and be prepared to help them make initial career paths choices and plans.

Career Paths -
What are they?

- Career paths are clusters of occupations that require different levels of education and training.
- People working in a particular career path typically share interests, abilities, and talents.
- All career paths are important; we need all of them to keep our community going.

Career Paths -
What are the six career paths?

Arts and Communications

Business, Management, and Technology

Health Services

Human Services

Industrial and Engineering Technology

Natural Resources/Agriculture

Career Paths -
Who uses career paths?

- Career paths are for EVERYONE!
- By exploring career paths, all students can begin to prepare for the future, regardless of their interests, abilities, talents, or desired levels of education.

Career Paths -
How do they help students?

- By exploring career paths, students learn about a wide variety of occupations. They can explore their choices for the future without being locked into a specific occupation.

- Students who select career paths for further exploration can plan their courses and extracurricular activities around those paths.

- Exploring career paths helps students see how subjects like math, science, language arts, and social studies are important in lots of occupations. Seeing this connection between occupations and school work may make school seem more relevant to students.

- Adopting career paths provides students, counselors, teachers, parents, and other interested adults with a common language to use when they discuss careers.

Career Paths -
What if students change their minds?

- A career paths decision is NOT a permanent commitment.
- As students have new experiences, they will learn new things about themselves, and they may want to focus on new career paths.
- Students who switch paths will have learned many things from their old paths that they can apply to their new paths.

Career Paths -

What steps are involved in exploring career paths?

1. Identify interests, abilities, and talents.

2. Consider occupations in each path in relation to individual strengths.

3. Explore all six paths through individual exploration.

4. Select a career path to learn more about - NOT a path on which to base a specific career.

5. Look at some options for exploring career paths through future courses and advanced educational opportunities.

Career Paths -
How can adults help?

- Help students identify interests, abilities, and talents.
- Share information about occupations and work experiences.
- Arrange for students to talk to people about their occupations.
- Talk to students as they explore career paths. Keep up with what they are doing, and be prepared to help them make initial career paths choices and plans.

6. Ensuring that career paths are a visible part of the school or district through displays and events.

The more career paths materials are used and displayed in the classroom and throughout the school, the more familiar students will become with the career paths concept. Career paths "events" are also good ways to build enthusiasm and bring new information to students. Try these ideas, then add more!

Displaying Career Paths

Color-Coding Materials

Color-coding career paths materials provides students with a visual device to help them remember the six career paths. Explain to students which color goes with which path, and provide them with the symbolic reason for the match. Use the colors and symbols suggested below or develop others.

Career Path	Color	Symbolic Of
Arts & Communications	Purple	Creative expression
Business, Management, & Technology	Blue	Suits
Health Services	Red or Pink	Blood
Human Services	Yellow	Warmth, Sunshine
Industrial & Engineering Technology	Orange	Construction
Natural Resources/Agriculture	Green	Nature

Use the color-coding whenever career paths materials are involved. For example,

- Color-code handouts, transparencies, and posters related to career paths.
- Mark career resource materials so that students can easily locate materials related to their paths. Use color-coded sticker dots on the spines of the resources, or place sheets of information in color-coded folders.
- Create name tags for guest speakers, using the appropriate color for each speaker's career path.
- Use color-coding on student record forms. When a student indicates an interest in a career path, place a color-coded sticker dot corresponding to that career path on the records that will go with the students to high school. Counselors there will have some idea of students' career interests when they go to schedule high school courses.

Career Paths Displays

Use career paths as a focus for displays that are already part of the classroom, or add some new ones.

- Arrange a bulletin board that shows the six career paths, or feature one career path each month on the board.
- Ask students to write profiles of people in different careers and to get photographs of those people to go with the profiles if possible. (Have students use the suggested "Interview Questions" in the **Handouts** section as a base for these profiles.) Post one profile from each path around the room, then rotate the profiles occasionally.
- Feature a book display that revolves around career paths. Include books, both fiction and nonfiction, that relate to each career path and include new books occasionally.
- Post six sheets of newsprint around the room, each labeled with one of the career paths. Invite students to fill the pages with photos from magazines and newspapers that show people who have careers in the appropriate paths. Replace the pages as they fill up.
- Feature graduates of your school and their occupations on a bulletin board. Use photos of the graduates and brief profiles of their occupations. If there is no way to track graduates of the school, focus on individual businesses in the community, rotating businesses every few weeks. Many businesses will have public relations people who can arrange for photos and profiles of their employees, and most welcome the free publicity.
- If the school district has bulletin boards at malls or other public places, provide displays on career paths similar to those at school. Summer months may be wide open.

Career Paths Events

Almost any career-related event can be organized around career paths.

- Invite guest speakers from one path at a time to speak to the class. Alternatively, invite one speaker from each path to come at the same time so that students can compare and contrast the occupations found in each path.
- Hold a career fair where participants are organized by career paths. Challenge students to visit with someone from each of the six career paths.
- After students choose a career path in Step 4 of their booklets, ask them to come dressed in the color of their career path the next day. Stress that items like a construction paper hat or a paper flower can be made. Offer small prizes for best use of color, most use of color, least amount of color showing, most funny outfit, etc. Ask students if they think the distribution of career paths across the class matches that of the community as a whole.

Display and Event "Helps"

The posters on the following pages can be blown up and printed on colored paper to help with displays or advertising for career paths events. They can also be used as handouts or overheads during presentations. In addition, the career paths icons on the last page of the guide can be used to dress up other career paths materials.

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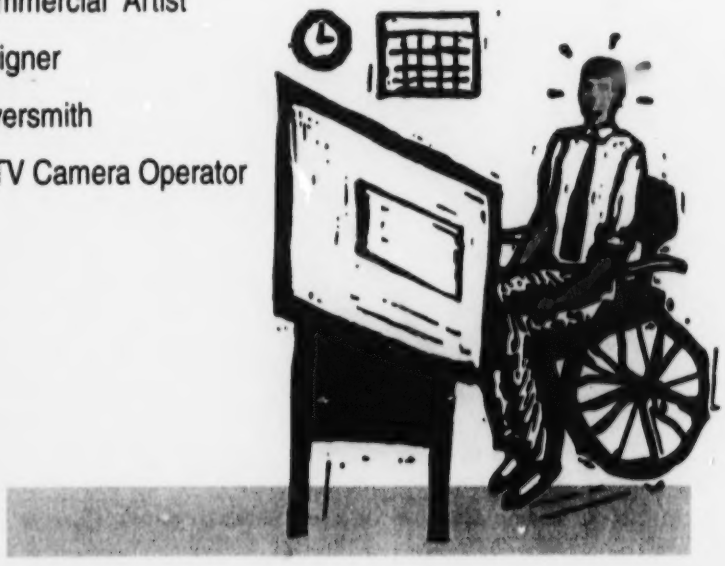
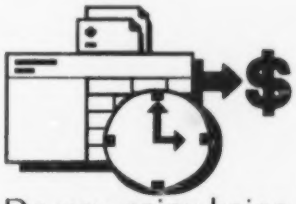
Arts & Communications

Are you a creative thinker? Are you imaginative, innovative, and original?
Do you like to communicate ideas? This may be the career path for you!

Audio-Visual Specialist
Interpreter/Translator
Reporter
Writer
Actor
Composer
Music Director
Professional Athlete
Artist
Engraver
Fashion Designer
Film Editor
Graphic/Commercial Artist
Interior Designer
Jeweler/Silversmith
Movie and TV Camera Operator





Business, Management, & Technology

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas?

Do you enjoy carrying through with an idea and seeing the end product?

Do you like things neat and orderly? This may be the career path for you!

Bank Teller

Dispatcher, Emergency Vehicles

Postal Mail Carrier

Title Examiner/Searcher

Computer Programmer

Computer Security Specialist

Statistician

Mathematician

College or University Administrator

Hotel/Motel Manager

Office Manager

Sales Manager

Technical Training Coordinator

Advertising Sales Agent

Real Estate Appraiser

Real Estate Sales Agent/Broker

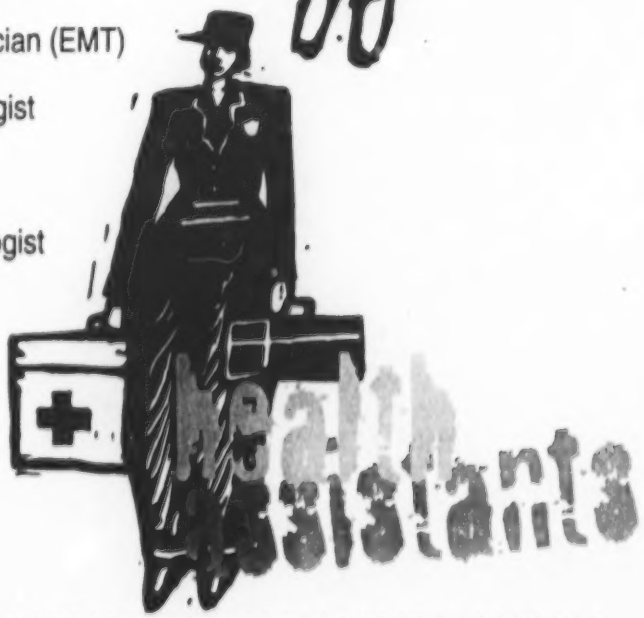
Securities and Financial Services Sales Agent

Travel Agent

Health Services

Do you like to care for people or animals who are sick or help them stay well?
Are you interested in diseases and in how the body works?
This may be the career path for you!

- Chiropractor
- Occupational Therapist
- Pharmacist
- Physical Therapist
- Physician's Assistant
- Respiratory Therapist
- Speech Pathologist
- Dental Assistant
- Nurse Aide/Orderly
- Dental Hygienist
- Electrocardiograph Technician
- Emergency Medical Technician (EMT)
- Nuclear Medicine Technologist
- Psychiatric Technician
- Radiation Therapy Technologist
- Veterinary Technician



Human Services

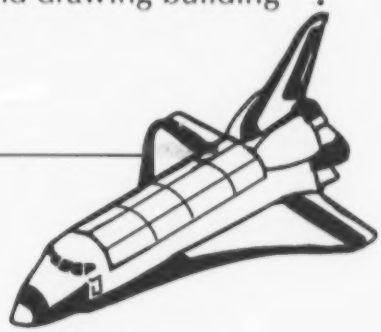
Are you friendly, open, outgoing, understanding, and cooperative?
Do you like to work with people to solve problems?
Is it important to you to do something that makes things better for other people?
This may be the career path for you!

- Judge
- Director of Religious Activities
- Firefighter
- Police Patrol Officer
- Career Guidance Technician
- Coach
- Librarian
- School Teacher
- Chef
- Dietitian/Nutritionist

- Psychiatric Social Worker
- Recreation Worker
- Social Worker
- Customer Service Clerk
- Flight Attendant
- Hairdresser/Cosmetologist
- Economist
- Psychologist
- Urban and Regional Planner

Industrial & Engineering Technology

Are you mechanically inclined and practical?
Do you like reading diagrams and blueprints, and drawing building structures?
Are you curious about how things work?
This may be the career path for you!



- Architect
- Cartographer
- Aerospace/Aeronautical Engineer
- Chemical Engineer
- Computer-Aided Design Technician
- Drafter
- Pollution Control Technician
- Automobile Mechanic

- Telephone Technician
- Upholsterer
- Air Traffic Controller
- Aircraft Pilot/Flight Engineer
- Bookbinder
- Printing Press Operator
- Brickmason
- Construction Manager
- Drywall Installer
- Electrician
- Plumber/Pipefitter
- Roofer
- Locksmith
- Textile Machine Operator
- Tool and Die Maker
- Welder/Cutter

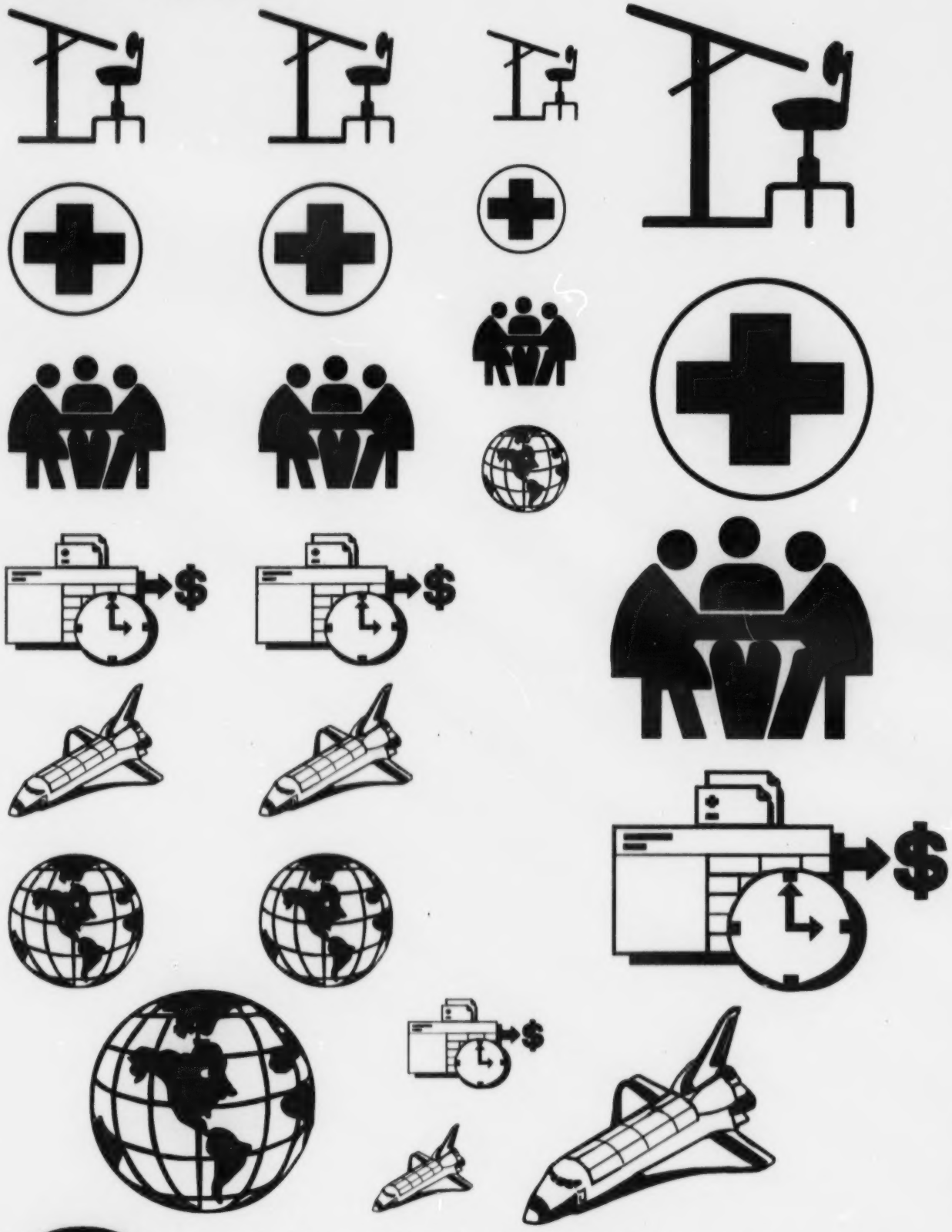
Natural Resources/Agriculture

Are you a nature lover?
Are you practical, curious about the physical world,
and interested in plants and animals?
Do you like to be physically active?
This may be the career path for you!

Agronomist
Biological/Agricultural Technologist
Conservation Agent (Fish and Game Warden)
Farmer
Horticulturist
Nursery Manager
Pest Control Worker
Purchasing Agent, Farm Products
Agriculturalist and Food Scientist

Biochemistry Technologist
Botanist
Geneticist
Soil Conservationist
Zoologist
Astronomer
Diver
Meteorologist
Oceanographer Assistant
Weather Observer

Career Path Icons



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